

Ibadan Distance Learning Centre Series

PSY 598: The Psychology of Human Performance

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General Introduction and Course Overview

Psychology of Human Performance (PSY 598) is a branch of psychology that focuses upon the factors that allow individuals, teams, groups and organizations to achieve their aims and objectives. The course engages students as performers or managers on how to be successful by developing the power of the mind and to practice mental skills training in their daily lives; which will help in motivating them to increase their performances and those of their employees or co-workers.

Aim and Objectives of the Course

The major aim of the course is that it will help improve students' skills by understanding the psychology behind human performance in their various endeavours. The course will also expose the students to the various challenges involved in the process of increasing human performance and productivity in workplaces. The course will reveal those psychological processes that cause the arousal, direction and persistence voluntary actions that are goal-directed in human beings.

Specific Objectives

The course attempts to achieve the following specific goals at the end:

- To properly define psychology of human performance and explain how it can be measured using various instances for your better understanding.
- To introduce the concept of motivation in human performance or productivity, discuss the various theories of motivation with practical examples, the motivational tools and how to enhance motivation in employees.
- To be able to understand the motivation dysfunctions in workplace; identify with

symptoms in organization; to link motivation with performance and explain the major motivating factors that increase performance of employees in organization.

- To understand the work-related stressors that can readily affect levels of human performance in workplace, the coping strategies available for employees, forms accidents in workplace and effects of drug use in human performance.

It is therefore suggested that every lecture in this course should be effectively handled with total commitment and dedication for better comprehension, to have good grade and be able to put them in practice. However, we emphasize here that you should not limit yourself to this course material alone; rather, you should make efforts to avail yourself of other reading materials for extensive understanding of the topic being discussed.

LECTURE ONE

Measurement of Performance

Introduction

The lecture provides foundational definitions for the concepts of performance and measurement. Also, the lecture focuses on introducing you to the performance measurement and identifying those who use performance measurement. Efforts will be made in this lecture to expose you to some of the challenges associated with former ways of measuring performance and those associated with present ways of measuring performance in organization.

Objectives

At the end of this lecture, you should be able to:

1. Define of performance and measurement as separate concepts.
2. Know who uses performance measurement.
3. Understand the common challenges associated with performance management approach.

Pre-Test

1. Define performance measurement.
2. Identify those who use performance measurement.

CONTENT

Performance measurement can be best understood through considering the definitions of the words 'performance' and 'measurement'. To start with, let us define the two concepts separately before introducing them as they relate to measurement of human performance in workplace.

Performance refers to output results and their outcomes obtained from processes, products, and services that permit evaluation and comparison relative to goals, standards, past results, and other organisations. Performance can be expressed in non-financial and financial terms. In other words, non-financial term in respect of better services and quality products; while financial term in respect of higher monetary gains or profits. *Measurement* refers to numerical information that quantifies input, output, and performance dimensions of processes, products, services, and the overall organisation (outcomes). Performance measures might be simple (i.e. derived from one measurement) or composite (i.e. derive from a number or units of measurement).

The challenge for organisations today is how to match and align performance measures with business strategy, structures and corporate culture, the type and number of measures to use, the balance between the merits and costs of introducing these measures, and how to deploy the measures so that the results are used and acted upon.

Definition of Performance Measurement

Performance measurement is the process of collecting, analyzing and/or reporting information regarding the performance of an individual, group, organization, system or component. It can involve studying processes/strategies within organizations, or studying processes/parameters/phenomena, to see whether output are in line with what was intended or should have been achieved (Upadhaya, Munir & Blount, 2014). Performance measures quantitatively tell us something important about organization's products, services, and the processes that produce them. They are a tool to help us

understand, manage, and improve what organizations do. Performance measures let you know the following:

- How well an organization is doing.
- If the organization is meeting its goals.
- If customers are satisfied.
- If organization processes are in statistical control.
- If and where improvements are necessary.

In a nutshell, performance measures basically provide management with the information necessary to make intelligent decisions about what they do.

A performance measure is composed of a number and a unit of measure. The number gives us a magnitude (how much) and the unit gives the number a meaning (what). Performance measures are always tied to a goal or an objective (the target). Performance measures can be represented by single dimensional units like hours, meters, nanoseconds, nairas, number of reports, number of errors, and length of time to design hardware, etc. They can show the variation in a process or deviation from design specifications. Single-dimensional units of measure usually represent very basic and fundamental measures of some process or product. More often, multidimensional units of measure are used. These are performance measures expressed as ratios or two or more fundamental units. These may be units like miles per gallon (a performance measure of fuel economy), number of accidents per million hours worked (a performance measure of the companies safety programme), or number of on-time vendor deliveries per total number of vendor deliveries. Performance measures expressed this way almost always convey more information than the single-dimensional or single-unit performance measures. Ideally,

performance measures should be expressed in units of measure that are the most meaningful to those who must use or make decisions based on those measures.

Categories of Performance Measurement

Most performance measures can be grouped into one of the following six general categories. However, certain organizations may develop their own categories as appropriate depending on the organization's mission:

1. Effectiveness: This is a process characteristic indicating the degree to which the process output (work product) conforms to requirements. (Are we doing the right things?)

2. Efficiency: This is a process characteristic indicating the degree to which the process produces the required output at minimum resource cost. (Are we doing things right?)

3. Quality: The degree to which a product or service meets customer requirements and expectations.

4. Timeliness: This measures whether a unit of work was done correctly and on time. Criteria must be established to define what constitutes timeliness for a given unit of work. The criterion is usually based on customer requirements.

5. Productivity: The value added by the process divided by the value of the labour and capital consumed.

6. Safety: This measures the overall health of the organization and the working environment of its employees.

Users of Performance Measurement

All organisations measure performance to some extent. However, there is a large disparity among organisations in terms of which performance measures are used with many primarily focusing on financial measures. There has however, been a general move

away from financial measurement since the early 1980's. This was accelerated in the 1990's and 2000's by the worldwide acceptance of business excellence models and performance measurement frameworks that address all stakeholders' needs. Performance measurement is one of the cornerstones of business excellence. Business excellence models encourage the use of performance measures, but in addition and more importantly, they consider the design of performance measurement systems to ensure that measures are aligned to strategy, and that the system is working effectively in monitoring, communicating, and driving performance.

In America, a recent report presented by the Performance Measurement Association (PMA) on one of the new performance measurement frameworks, the Balanced Scorecard, demonstrated the popularity of this particular method. The PMA presented evidence that 39% of FTSE 100 companies were actively using the scorecard, and other researchers have reported that between 40% and 60% of Fortune 1000 companies have attempted to implement the Balanced Scorecard. With the movement away from financially based measurement systems only gaining momentum in the early 1990's this represents a significant change in organisational practices in such a short space of time.

Common Challenges associated with the Performance Measurement Approach

The performance measurement revolution has seen a move away from the problems of past measurement systems. Five common features of out-dated performance measurements systems were identified to be:

- Dominant financial or other backward-looking indicators
- Failure to measure all the factors that create value
- Little account taken of asset creation and growth

- Poor measurement of innovation, learning and change
- A concentration on immediate rather than long-term goals

The focus in performance measurement is now on achieving a balanced framework that addresses the issues described above. Examples of these new frameworks are Kaplan and Norton's Balanced Scorecard, Skandia's navigator model and the Performance Prism. Others recommend that the results sections of business excellence models should be used to generate a balanced set of performance measures.

There are a number of challenges that are faced when designing an effective Performance Measurement System, these include the following:

- How to measure non-financial performance
- What measures to choose and why?
- How to use them - what to do with the results
- Who should be responsible for using the results
- How and to whom, to communicate the results
- The resources needed to consider the above and design and deploy the measurement system

There are other major requirements that an organisation needs to consider before an effective performance measurement system can be designed or installed. Apart from lower level measures that may be vital for the operation of processes, all measures need to be chosen to support the attainment of specific performance or behaviour identified by the organisation's leaders as important or necessary to work towards the organisational goals. This being the case, there must be clearly defined goals/objectives and strategies chosen to reach them before measures can be chosen to support their attainment.

Similarly, the key processes, drivers of performance and the core competencies required by employees need to be identified before effective performance measurement can be achieved.

The Track Record of Performance Measurement Use

Performance measurement is fundamental to organisational improvement. The importance of performance measurement has increased with the realisation that to be successful in the long-term requires meeting (and therefore measuring performance against) all stakeholders' needs including customers, consumers, employees, suppliers, local community stakeholders, and shareholders. While the importance of performance measurement is difficult to quantify; it is evident that in virtually all texts, research, and case studies on organisational improvement, that performance measurement plays a central role. It is worth noting that performance measurement is a requirement for benchmarking and business excellence. The next lecture will focus on the definition of the term “motivation”, historical development of explanation to motivation and employees’ motivation in workplaces.

Summary

The lecture has been able to provide us with the definitions of the concepts of performance, measurement and performance measurement as a tool in achieving organizational goals. The lecture discusses the former way of measuring performance to be financially-focused. It further explains the modern way of measuring performance which goes the focus on financial aspect of the organization. Categories of performance measures were highlighted and briefly discussed. Efforts were made to expose you to some of the challenges associated with former ways of measuring performance and those

associated with present ways of measuring performance in organization for better performance in the organizations. It was finally made clear that performance measurement is vital to achieving organizational goals.

Post-Test

1. Discuss the common challenges associated with performance management approach in organization.
2. Explain any four categories of performance measurement with concrete examples.

Reference

Upadhaya, B., Munir, R., and Blount, Y. (2014). Association between Performance Measurement Systems and Organisational Effectiveness. *International Journal of Operations & Production Management*, 34(7), 2-2.

LECTURE TWO

Introduction to Motivation

Introduction

The job of a manager in the workplace is to get things done through employees. To do this, the manager should be able to motivate his or her employees. But that is easier said than done! The present lecture introduces you to the concept of motivation; which covers the definition of motivation, historical background to its explanations and employees' motivation.

Objectives

At the end of the lecture, the students should be able to

1. Define the term “motivation”
2. Understand how motivation had been explained in the past; linking it to the modern day explanation of what motivation is.

Pre-Test

1. Define the term “motivation”
2. Discuss the behavioural consequences of being a motivated worker in an organization.

CONTENT

Understanding why people do the things they do on the job is not an easy task for managers of organizations. Predicting their response to management's latest productivity programme is harder yet. Fortunately, enough is known about motivation to give the thoughtful manager practical effective techniques for increasing people's effort and performance in organization.

What is Motivation

The term *motivation* is derived from the Latin word *movere*, meaning "to move." Motivation can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort. Motivation is basically refers to the forces that energize, direct and sustain a person's efforts. All behaviours, except involuntary reflexes like eye blinks (which have little to do with management), is motivated. Motivation energizes and directs actions, and so it has great relevance to many important developmental outcomes. Motivation is the desire to do something and continue to work toward its accomplishment. It is dependent upon what you want to do, how important is it to you and whether you will continue despite obstacles and challenges in doing what you want to do. Motivation is most directly observable in the level of energy in individuals' behaviours.

Motivation is the process of satisfying internal needs through actions and behaviours (Frunzi & Savini, 1997). Motivation is not something a person is born with or without, but rather is something that can be enhanced or developed (Hill, 1979). Motivation affects individuals differently, so managers must understand the process, theories, and fundamental components of motivation in order to motivate effectively (Frunzi & Savini, 1997). To understand motivation, it is also necessary to recognize differences among people and be cautious not to assume they share similar preferences (Catt & Miller, 1989). In fact, motivation is a major problem facing contemporary organizations.

To A Highly Motivated Individual

A highly motivated individual person will work hard toward achieving performance goals. With adequate ability and understanding of the job, such a person will be highly

productive and perform better in the workplace. At one time, employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found that employees are not motivated solely by money; and employee behaviour is linked to their attitudes (Dickson, 1973). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers in organizations (Bedeian, 1993).

Historical Development of Explanation to Motivation

Early explanations of motivation focused on instincts. Psychologists writing in the late 19th and early twentieth century suggested that human beings were basically programmed to behave in certain ways, depending upon the behavioural cues to which they were exposed. Sigmund Freud, for example, argued that the most powerful determinants of individual behaviour were those of which the individual was not consciously aware.

According to *Motivation and Leadership at Work* (Steers, Porter, and Bigley, 1996), in the early twentieth century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focused on internal drives as an explanation for motivated behaviour. Others studied the effect of learning and how individuals base current behaviour on the consequences of past behaviour. Still others examined the influence of individuals' cognitive processes, such as the beliefs they have about future events. Over time, these major theoretical streams of research in motivation were classified into two major schools: the content theories of motivation and the process

theories of motivation. Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979).

Employee Motivation

In spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not *poorly practiced*. To understand motivation one must understand human nature itself. And there lies the problem! Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership. Employee performance is greatly influenced by the workers expectancy of what the job will provide; their attitudes toward personal achievement and advancement, and their wish for harmony in the workplace. The amount of opportunity people see in their jobs has a direct relationship to their job performance (Hill, 1979). More and more people joining the workforce today are looking for jobs that not only make money but also have some meaning. Employees want an opportunity for purposeful action and self advancement (Hill, 1979). To satisfy the desire to do worthwhile work, a good manager gives thought to placing employees on jobs for which they have the most aptitude, training, and experience. People are willing to put forth the kind of effort that will increase productivity if their needs, goals, expectations, and desires are met.

Many factors influence human motivation. People are motivated through expectations for rewards they value. Worker motivation is also influenced by the nature of the job itself, employment expectations, and physical as well as the emotional make-up of employees (Catt & Miller, 1989). To increase organizational productivity and employee

performance, there are several motivational techniques that managers can use. Providing employees with information about the work they have done is important to future productivity efforts, because workers seem to be better motivated as a result (Catt & Miller, 1989). Managers must realize that good job performance must be noticed and recognized if it is to continue, and poor performance must be corrected if it is going to change (Hill, 1979). Motivation can also be provided by allowing employees to participate in the goal-setting activities.

Goals must be conceivable, believable, controllable, measurable, and desirable (Catt & Miller, 1989). Allowing employees to have some say in regards to the work methods is also one way a manager can communicate the belief and trust that the employees are responsible (Hill, 1979). "Workers respond best when they are given broader responsibilities, encouraged to contribute, and helped to take satisfaction in their work" (Catt & Miller, 1989). Nonverbal communication can also motivate individuals. "Managers can show interest in employees and what they are doing through expressions of the face or the use of the eyes" (Hill, 1979). As the expression goes, "It is written all over his face." Managers can also use intrinsic and extrinsic motivators to increase employee performance and productivity. Intrinsic motivators, such as clean restrooms or a nice cafeteria or break room, benefit the employees while on the job. Extrinsic motivators, such as holiday pay, sick leave, and medical/dental plans are best enjoyed by the employees when they are away from their job. Delegation, job rotation, job enrichment, and good listening by manager are also good motivational techniques (Frunzi & Savini, 1997). The next lecture will focus on the various theories or approaches that

have been used to explain how individuals are motivated towards increasing their level of productivity and performance in workplaces.

Summary

The lecture defines the concept of motivation and the behavioural implications in a highly motivated individual. It was discussed that to understand motivation one must understand human nature itself; and that human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership. The various historical explanations of motivation were discussed; linking these with the present-day explanations of what motivation is and how it can have effects on individuals in various activities.

Post-Test

1. Discuss how a motivated individual is likely to behave.

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LECTURE THREE

Theories of Motivation

Introduction

The lecture focuses on the various major theoretical streams of research in motivation; classified into two major schools: the *content theories* of motivation and *the process theories* of motivation. The content theories of motivation focus on the importance of work itself; dealing with the specific needs that motivates and direct behaviour. The process theories of motivation deal with the cognitive processes we use in making decisions and choices about our work. The theories discussed in the lecture include Maslow need theory, Alderfer's ERG Theory, Motivator-Hygiene Theory, McClelland's Learned Needs Theory, Expectancy theory, Equity theory, Goal-setting theory and Reinforcement theory respectively.

Objectives

At the end of this lecture, students should be able

1. To categorize some of the theories of motivation into content and process forms
2. To identify with the similarities and differences among theories of motivation.

Pre Test

1. Discuss any three content theories of motivation
2. Discuss any three process theories of motivation

CONTENT

A. Major Content Theories

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behaviour. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's learned needs theory.

1. Maslow's Hierarchy of Needs.

Abraham Maslow (1954) developed the hierarchy of needs, which suggests that individual's needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs. *Physiological needs* are the most basic needs for food, water, and other factors necessary for survival. *Security needs* include needs for safety in one's physical environment, stability, and freedom from emotional distress. *Belongingness needs* relate to desires for friendship, love, and acceptance within a given community of individuals. *Esteem needs* are those associated with obtaining the respect of one's self and others. Finally, *self-actualization needs* are those corresponding to the achievement one's own potential, the exercising and testing of one's creative capacities, and, in general, to becoming the best person one can possibly be. Unsatisfied needs motivate behaviour; thus, lower-level needs such as the

physiological and security needs must be met before upper-level needs such as belongingness, esteem, and self-actualization can be motivational.

Applications of the hierarchy of needs to management and the workplace are obvious. According to the implications of the hierarchy, individuals must have their lower level needs met by, for example, safe working conditions, adequate pay to take care of one's self and one's family, and job security before they will be motivated by increased job responsibilities, status, and challenging work assignments. Despite the ease of application of this theory to a work setting, this theory has received little research support and therefore is not very useful in practice.

2. Alderfer's ERG Theory

The ERG theory developed by Alderfer (1972) is an extension of Maslow's hierarchy of needs. Alderfer suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness, and growth. *Existence needs* are similar to Maslow's physiological and safety need categories. *Relatedness needs* involve interpersonal relationships and are comparable to aspects of Maslow's belongingness and esteem needs. *Growth needs* are those related to the attainment of one's potential and are associated with Maslow's esteem and self-actualization needs.

The ERG theory differs from the hierarchy of needs in that it does not suggest that lower-level needs must be completely satisfied before upper-level needs become motivational. ERG theory also suggests that if an individual is continually unable to meet upper-level needs that the person will regress and lower-level needs become the major determinants of their motivation. ERG theory's implications for managers are similar to those for the

needs hierarchy: managers should focus on meeting employees' existence, relatedness, and growth needs, though without necessarily applying the proviso that, say, job-safety concerns necessarily take precedence over challenging and fulfilling job requirements.

3. Motivator-Hygiene Theory.

Frederick Herzberg developed the motivator-hygiene theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the workplace. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

The implication for managers of the motivator-hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety, and other job-contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by "enriching" them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their skills and careers.

4. McClelland's Learned Needs Theory.

McClelland's theory (1962) suggests that individuals learn needs from their culture. Three of the primary needs in this theory are the need for affiliation (n Aff), the need for power (n Pow), and the need for achievement (n Ach). *The need for affiliation* is a desire

to establish social relationships with others. *The need for power* reflects a desire to control one's environment and influence others. *The need for achievement* is a desire to take responsibility, set challenging goals, and obtain performance feedback. The main point of the learned needs theory is that when one of these needs is strong in a person, it has the potential to motivate behaviour that leads to its satisfaction. Thus, managers should attempt to develop an understanding of whether and to what degree their employees have one or more of these needs, and the extent to which their jobs can be structured to satisfy them.

B. Major Process Theories

Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behaviour is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behaviour is the result of conscious decision-making processes. The major process theories of motivation are expectancy theory, equity theory, goal-setting theory, and reinforcement theory.

1. Expectancy Theory.

In the early 1960s, Victor Vroom (1964) applied concepts of behavioural research conducted in the 1930s by Kurt Lewin and Edward Tolman directly to work motivation. Basically, Vroom suggested that individuals choose work behaviours that they believe lead to outcomes they value. In deciding how much effort to put into work behaviour, individuals are likely to consider:

- Their expectancy; meaning the degree to which they believe that putting forth effort will lead to a given level of performance.
- Their instrumentality or the degree to which they believe that a given level of performance will result in certain outcomes or rewards.
- Their valence, which is the extent to which the expected outcomes are attractive or unattractive.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have not motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.

In the late 1960s, Porter and Lawler published an extension of the Vroom expectancy model, which is known as the Porter-Lawler expectancy model or simply the Porter-Lawler model. Although the basic premise of the Porter-Lawler model is the same as for Vroom's model, the Porter-Lawler model is more complex in a number of ways. It suggests that increased effort does not automatically lead to improved performance because individuals may not possess the necessary abilities needed to achieve high levels of performance, or because they may have an inadequate or vague perception of how to perform necessary tasks. Without an understanding of how to direct effort effectively,

individuals may exert considerable effort without a corresponding increase in performance.

2. Equity Theory.

Equity theory was propounded by Adams (1963), which suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation. Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves. There are two types of inequity—under-reward and over-reward. *Under-reward* occurs when a person believes that she is either puts in more efforts than another, yet receives the same reward, or puts in the same effort as another for a lesser reward. For instance, if an employee works longer hours than her coworker, yet they receive the same salary, the employee would perceive inequity in the form of under-reward. Conversely, with *over-reward*, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. While research suggests that under-reward motivates individuals to resolve the inequity, research also indicates that the same is not true for over-reward. Individuals who are over-rewarded often engage in cognitive dissonance, convincing themselves that their efforts and rewards are equal to another's.

According to the equity theory, individuals are motivated to reduce perceived inequity. Individuals may attempt to reduce inequity in various ways. A person may change his or her level of effort; an employee who feels under-rewarded is likely to work less hard. A person may also try to change his or her rewards, such as by asking for a raise. Another option is to change the behaviour of the reference person, perhaps by encouraging that person to put forth more effort. Finally, a person experiencing inequity may change the reference person and compare him or herself to a different person to assess equity. For managers, equity theory emphasizes the importance of a reward system that is perceived as fair by employees.

3. Goal-Setting Theory.

The goal-setting theory posits that goals are the most important factors affecting the motivation and behaviour of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behaviour. Specific goals often involve quantitative targets for improvement in behaviour of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to "do your best." Challenging goals are difficult but not impossible to attain. Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Several factors may moderate the relationship between specific and challenging goals and high levels of motivation. The first of these factors is *goal commitment*, which simply

means that the more dedicated the individual is to achieving the goal, the more they will be motivated to exert effort toward goal accomplishment. Some research suggests that having employees participate in goal setting will increase their level of goal commitment. A second factor relevant to goal-setting theory is *self-efficacy*, which is the individual's belief that he or she can successfully complete a particular task. If individuals have a high degree of self-efficacy, they are likely to respond more positively to specific and challenging goals than if they have a low degree of self-efficacy.

4. Reinforcement Theory.

This theory can be traced to the work of the pioneering behaviourist B.F. Skinner. It is considered a motivation theory as well as a learning theory. Reinforcement theory posits that motivated behaviour occurs as a result of reinforcers, which are outcomes resulting from the behaviour that makes it more likely the behaviour will occur again. This theory suggests that it is not necessary to study needs or cognitive processes to understand motivation, but that it is only necessary to examine the consequences of behaviour. Behaviour that is reinforced is likely to continue, but behaviour that is not rewarded or behaviour that is punished is not likely to be repeated. Reinforcement theory suggests to managers that they can improve employees' performance by a process of behaviour modification in which they reinforce desired behaviours and punish undesired behaviours.

Summary

The lecture has been able to discuss the various major theories of motivation. In the

lecture, theories of motivations were classified into two major schools of thought: the *content theories* of motivation and *the process* theories of motivation. The content theories of motivation was said to focus on the importance of work itself; dealing with the specific needs that motivates and direct behaviour. The process theories of motivation deal with the cognitive processes we use in making decisions and choices about our work. The content theories of motivation discussed in the lecture include Maslow need theory, Alderfer's ERG Theory, Motivator-Hygiene Theory and McClelland's Learned Needs Theory. The process theories of motivation discussed were Expectancy theory, Equity theory, Goal-setting theory and Reinforcement theory.

Post-Test

1. Discuss the differences in any two content and process motivation theories.

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LECTURE FOUR

Motivational Tools

Introduction

Workplace is an important place in any one's life as one spends a large portion of his time and energy there. But unfortunately many employees have negative attitude towards their workplace; perhaps, they are not motivated towards the job. There are motivational tools or techniques that can be followed in order to enhance your workplace motivation. This lecture exposes you to certain tools or techniques that can be used to motivate employees and improve their performance.

Objective

At the end of the lecture, you shall be able

1. To understand some of the tools that can be used to motivate employees in order to achieve higher performance at work.

Pre-test

1. Discuss any five motivational tools that can help improve job performance in an organization.

CONTENT

There is no doubt that increasing motivation in your workplace can help improve performance, raise morale and boost productivity. While different motivators work for different types of employees, there are several common techniques for getting employees excited and energized for their jobs. If in doubt, ask employees what you can do for them to help them feel more motivated about their professional setting. According to Lisa

McQuerrey, some of the motivational tools or techniques that have been well-researched to have positive effects on human performance include the following:

1. Creating a Positive Work Environment: Motivate employees by giving them an upbeat and positive work environment. Encourage teamwork and idea-sharing, and make sure staffers have the tools and knowledge to perform their jobs well. Be available when employees need you to be a sounding board or a dispute mediator. Eliminate conflict as it arises and give employees freedom to work independently when appropriate.

2. Setting Goals: Help employees become self-motivated by helping them establish professional goals and objectives. Not only does this give employees something to strive for, but your business benefits when goals are tied to corporate contributions. Make sure goals are reasonable and achievable so employees do not get discouraged. Encourage them when they hit notable milestones.

3. Providing Incentives: Increase motivation by providing incentives to work toward. You can create individual incentives for each employee or team incentives to motivate employees as a group. Financial incentives can include cash prizes, gift cards or restaurant gift certificates. Non-financial incentives can include extra vacation days, compressed work weeks or choice office space or parking spots.

4. Recognizing Achievements: Celebrate employee achievements through employee-of-the-month or star performer awards. Make a big deal out of accomplishments by celebrating at staff meetings. Print certificates or engrave plaques, issue a press release or post a notice on your company website. Recognize team accomplishments as well as individual efforts.

5. Sharing Profits: Motivate employees with the incentive of a profit-sharing

programme. In this way, employees increase their earnings when they help you increase yours. This approach simultaneously promotes collective goal-setting and teamwork. It also gives employees a sense of pride in ownership and can improve performance and reduce turnover as well as raise morale.

6. Soliciting Employee Input: Regularly survey employees about their levels of satisfaction. You can conduct anonymous polls or hire an independent party to conduct a formal focus group. This will help you catch potential morale breakers before they get out of hand. Soliciting employee input also shows staffers that you care about their opinions and want to continually improve working conditions.

7. Providing Professional Enrichment: Encourage employees to continue their education or participate in industry organizations. Provide tuition reimbursement or send employees to skills workshops and seminars. If an employee is motivated to an upward career path, offer mentoring and job shadowing opportunities to keep them focused. Promote from within whenever possible, and create opportunities to help employees develop from a professional standpoint.

Summary

It was emphasized in the lecture that increasing motivation in workplace can help improve performance, raise morale and boost productivity. However, different motivational tools work for different types of employees. Some of the notable motivational tools identified in the lecture include positive work environment, provision of incentives for employees, recognition of achievements, goals setting, profit sharing, soliciting for employees input and provision of professional enrichment.

Post-Test

1. In what way does soliciting employees input could serve as a motivational tool in an organization?
2. How can provision of incentives for employees motivate them for better performance at work?

Reference

Nil

LECTURE FIVE

Enhancing Motivation

Introduction

Smart organizations understand that their primary goal is to enhance the performance of their people. In a knowledge work economy, people are the engines that keep companies growing, adapting, improving and innovating. This lecture explains some of the strategies that can be employed in enhancing employees' motivation.

Objectives

At the end of this lecture, students are expected to be familiar

1. With some of the strategies for enhancing workplace motivation.

Pre-test

1. With practical example each, discuss any three strategies for enhancing workplace motivation.

CONTENT

Strategies for Enhancing Your Workplace Motivation

Workplace is an important place in any one's life as one spends a large portion of his time and energy there. But unfortunately many people have negative attitude towards their workplace. They do not want to be there with all those people surrounding them. Their mind is occupied not by their work but by their desire to escape from there. Certainly, this is not good for the employees or for the employers as business cannot thrive without motivated people. There are some key strategies that can be followed in order to enhance your workplace motivation

1. By being Sincere and Frank: The way you feel heavily depends on the action and speech of the people around you. In the same way your action and speech also affects the lives of people around you. So the best thing for everyone is to be sincere and frank towards everyone else. Backbiting is not a solution. Have the courage to face anyone and talk about anything that comes in your way. As an employer you should be sincere and give proper feedback to your employees. You should know the specialty of your employees and their weak points too. So at times you should talk to them and tell them how you feel. Similarly, you should listen to their comments too. Make them feel that they are being heard.

2. By being Appreciate the Efforts: Nobody wants to work in a place where one's efforts are not recognized. It is crucial that everyone feels their importance in the workplace as this will keep them motivated towards their work. So a good employer never fails to thank his employees for their good work. You might even offer a beer or a pizza to your employees to show your appreciation. This will have a big impact on them. At times, managers unknowingly sabotage employee motivation by failing to recognize the positive behaviors and achievements of their employees. As a result, employees don't know whether or not they are doing a good job. I recently had an employee of an organization tell me, "The only time we ever hear anything from management is when we do something wrong!" Fortunately, savvy managers can improve employee motivation by rewarding employees with personal attention. This can include a pat on the back, a hand-written note, or a quick comment in the hall. When showing appreciation, be specific. Instead of just saying, "We really are grateful for the good job you do around here," the approach might be, "I really appreciate how you handled the Franklin Industries account

last week when we had to get their rush order out late Friday afternoon. Your effort really made a difference." By being specific, the employer comes across as much more sincere, and the employee realizes their actions are truly being watched. And, a highly level of employee motivation is the natural result.

3. By being Friendly, not Bossy: Nobody wants to be ordered and being told every time as to what he or she should do. Do not make yourself a dictator figure in front of your employees. Start the day by greeting your employees and with some informal talks. You could ask them about their vacation or how their children are. These friendly notions will relieve a lot of work pressure for the employees thus enabling them to concentrate fully on their work. With a relation like this your employees will understand that you are just doing your duty even if you have to nag sometimes.

4. By Building Satisfaction: In their book "The Service Profit Chain," James Heskett, W. Earl Sasser, and Leonard Schlesinger make a compelling case that regardless your business, the only way to generate sustained profits is to build a work environment that attracts, focuses, and keeps talented employees. In other words, they have to be motivated to show up, get committed and perform at a level of excellence. Because there is an undeniable link between satisfied, motivated employees, and satisfied customers. In other words, focus on creating satisfied employees, focus on employee motivation, and those motivated, satisfied employees will take care of your customers.

5. By Recognition: Many people will do for recognition what they will not do for money. And, this is the manager's secret weapon for employee motivation. Some people are motivated by the opportunity to get their name on the wall, receive a trophy at an annual banquet, or see their name in the company newsletter. It gives them an "emotional

payoff" for their actions. Look for ways to increase employee motivation by recognizing excellence in the workplace. Ring a bell every time an individual or team hits the production target. Put up posters with the photographs of team members who have had the most days without accidents. Give out awards for attendance records. Just do something. It is so inexpensive, yet highly effective in your efforts of employee motivation.

6. By Inspiration: Inspiration comes from leadership. This form of employee motivation includes the company's mission, purpose and goals. People want to be part of an organization that is going somewhere, that stands for something, and that provides a meaningful service to the marketplace. If you want to lead an inspired, mission-guided organization, follow these steps and watch employee motivation improve dramatically.

1. Have a clear mission - in other words, know where you are going.
2. Be excited and passionate about your mission. After all, if you don't get excited, they won't either.
3. Be able to communicate the mission, it's value to the marketplace. In other words, why it's worthwhile.
4. Make sure everyone in the organization understands and can communicate the mission.
5. Be sure employees understand how they fit into the process of fulfilling the organization's mission.

6. Make the connection between the mission and the individual values and goals of your employees.

7. Keep your mission in front of everyone in the organization.

7. By Compensation: Some employees are motivated by money. In fact, most are motivated by money; at least for their basic needs. Employee motivation through compensation can come in the form of raises, performance bonuses, commissions, profit sharing, or any number of "extra benefits" like, automobiles, vacations, or other tangible items purchased and used as rewards. I noticed an interesting program in a hotel where I recently stayed. They have a sophisticated system for rewarding employees based on customer feedback. Throughout the hotel, they have placed customer feedback forms and boxes for depositing the forms. When customers comment on the performance of a hotel employee, the employee accumulates points that can be used to purchase rewards like trips, gifts, and other incentives.

8. By Taking Action on Employee Motivation: Whatever the chosen method, it is important to have a system in place that builds employee motivation. Not every person is motivated by the same factor, or combination of factors. Offering all five - satisfaction, appreciation, recognition, inspiration and compensation insures that the organization has something to contribute to the motivation of each employee. Other ways to enhance your workplace motivation are to have a motivational speaker for your employees or have reunions regularly with them. Whatever strategy you use, you are the one responsible for keeping your workforce motivated and keep the business going on.

Summary

It was explained in the lecture that workplace is an important place in any employee's life as he or she spends a large portion of his or her time and energy in the organization where he or she works. However, many employees have negative attitude towards their organizations; which is not good for the employees themselves or for the employers as organizational goals cannot be achieved without motivated people. There are some key strategies that can be followed in order to enhance your workplace motivation. These strategies include being sincere and frank, being appreciative of effort, being friendly, recognizing efforts and achievement, being inspired, being compensative and taking action on employee motivation. All these can readily enhance employees or workplace motivation.

Post-test

1. Discuss how compensation can be a strategy to use to enhance workplace motivation.

Reference

www.PeopleBuilders.com

LECTURE SIX

Workplace Dysfunctions

Introduction

A good manager does not try to eliminate conflict; he tries to keep it from wasting the energies of his people. If you are the boss and your people fight you openly when they think that you are wrong - that's healthy. The proper question is not 'How can I motivate others?' but rather, 'How can people create the conditions within which others will motivate themselves? This is ideal in an organization that experiences dysfunctions in motivation among employees. This lecture intimates you to certain signs of dysfunctions in organizations and steps that can be taken in order to prevent and manage them.

Objectives

At the end of the lecture, you should be able

1. To be familiar with signs or symptoms of dysfunctions in an organization
2. To understand how to prevent and manage dysfunctions in organizations

CONTENT

We have all been there. You walk into a bank, restaurant, or store and suddenly feel it, that vague sensation, that all is not well. It drips from the ceilings and sits in puddles on the floor. The employees are lost in thought, unable to decide whether they would rather be somewhere else or stay and kill each other. And you are the lucky one bathing in all the poison they can ladle up. Yes! I hope you have experienced the other side, too. You walk in the door and are gob smacked by a sense of well-being. This is not just a place

where people work, it is a place that WORKS. The employees want to be there and they want YOU to be there. You feel your brow relax, and the corners of your mouth head ever-so-slightly north. You do not want to leave. So, which of these do YOU work in? Now, which of these environments do you think YOUR employees rather work in? So you are wondering if that six-headed, chain-smoking, flatulent monster that has been "hiding" in the supply closet is the Beast we are talking about here. Those are the signs that are motivation dysfunctions in the workplace.

A. Signs/Symptoms of a Dysfunctional Workplace

Roxanne Emmerich identified nine symptoms of a dysfunctional workplace as follows:

1. People say one thing and mean another
2. People give lip service to new ideas, only to undercut them in private
3. Defensiveness
4. Saying you'll do something and then not doing it
5. Chaos
6. Deflection of feedback and blame
7. People pretending they "missed the memo on that one"
8. Refusal to deal with conflict
9. Gossip and backstabbing

People want meaningful work in an environment where they receive respect and opportunity. However, leaders and managers sometimes fail in their role as visionaries

and facilitators, resulting in a dysfunctional workplace. Across industries and organizational types, the signs of a dysfunctional workplace remain similar. In a more detailed explanation, signs or symptoms of a dysfunctional workplace can be categorized and explained as follows:

1. Poor Communication: The lifeblood of organizations, communication up and down the chain of command drives performance and knowledge sharing. A dysfunctional workplace discourages communication by limiting access or punishing the messenger. Signs of poor communication within an organization include vision statements filled with hollow words, ambiguous assignments, refusal to put instructions or orders in writing, failure to discuss ideas or plans with those affected and an unwillingness to listen.

2. Too Many Bosses: Organizations with many managers fighting for the same resources create a dysfunctional work environment for employees. Employees tasked with competing assignments from many bosses can never succeed in pleasing all of them. Employees operating in this dysfunctional style not only become frustrated, but they also end up either doing many tasks poorly or no longer caring about the quality of their work because of predestined failure.

3. Over-Control: Modern management theory and training strongly recommends delegating decision-making and responsibility to the lowest possible level in the management hierarchy. In a dysfunctional organization, managers do not delegate. Every decision, even small ones, requires review and approval by the one person in charge. Placing control in a few hands removes agility in situations that require it and discourages taking personal responsibility.

4. No Feedback: Everyone wants to know how well they do their jobs and whether anyone listens to their ideas and suggestions. A dysfunctional workplace offers no feedback to employees. Communication flows downward from senior management in the form of directives, and compensation reflects factors other than feedback on performance. Individuals working in an environment that offers no feedback often choose to do the minimum amount of work necessary to remain employed rather than striving to give their best effort.

5. Fear: Managers in a dysfunctional workplace believe you motivate employees through fear--fear of reprisal, fear of job loss, fear of humiliation. According to the management consultants from the Nielson Group, fear-based management produces anger and resentment. A more effective approach uses vision, encouragement, feedback and recognition of the value employees bring to the organization. Rather than motivating through fear, a successful organization motivates by recognizing the importance to the organization of meeting the goals of its employees as well as the bottom line.

B. Steps to End Gossip and Create a Happy Workplace Environment

When you think of a dysfunctional organization, you might picture a lot of screaming and yelling. But, take a close look at this list. There is very little that has to do with raised voices, and the only mention of "conflict" is the failure to deal with it directly. You will have conflicts in the workplace. The key is to address it in a healthy and productive way. Yelling at someone is not the best way to communicate displeasure, but it is a heck of a lot better than whispering behind that person's back, which gets us into the excruciating, crazy-making world of the passive-aggressive. If I had to nominate just one of thing from the list above as the most destructive symptom of the dysfunctional workplace, there's no

contest. It's GOSSIP. A workplace full of whispered gossip is as painful and maddening as a buzzing mosquito at bedtime. It is destructive to the soul of your workplace and the souls of your people who never feel safe and always wonder who is talking behind their backs. When people gossip about others, you may as well have them bring baseball bats and beat each other. At least that will heal. If a happy and functional workplace is your goal, there are few more productive places to put your energy than the absolute elimination of gossip.

Step One: This is to recognize that gossip is an attempt at communication--seriously screwed up communication, sure, but communication nonetheless. You can not eliminate the behaviour without providing something to replace it--namely a good and healthy way of communicating. All Jack had to do was to go to Tom and say, Dude, when you are late with that analysis, I end up on my knees to my boss because then my report is late. Please promise me you will get that to me on time from now on. This appears to be reasonable, direct and easy to communicate. If Jack came to you with gossip, simply say, Gee, it sounds like you need to talk to Tom directly so you can work this out. Lather, rinse and repeat until the person wakes up! Once you establish a zero-tolerance policy for talking behind another person's back, give your employees permission to address conflict head-on, out loud, courageously and honestly. Create a trusting and open environment and watch the dysfunctions in your workplace ebb away.

Step Two: Build a shared vision. Now you have recognized the symptoms and diagnosed the disease. It is time for the cure. Most workplace dysfunctions amount to employees shooting their energy at each other because there is nothing else to aim for. What is needed is a single, shared vision. Everyone wants to be a part of something bigger than

them. Everyone wants to feel productive and be happy. Give yourself and your team members a clear and positive picture of where you want to go as a group. Most of them will jump at the chance to be a part of it. When people align around a vision of great service, pettiness and dysfunctional workplace behaviours fall away and people become who they need to be to make it happen. Will there still be those who stubbornly hold on to their dysfunctions? I guarantee it. And for the sake of the rest of you, gently but firmly encourage those folks to find and follow their bliss elsewhere.

C. Dysfunctional Attitudes in the Workplace

Managers that do not take action to address dysfunctional attitudes at work might find themselves without a staff. People at work with bad or negative attitudes take a toll on the rest of their co-workers because negativity spreads. When left to poison the environment, dysfunctional attitudes can cause good employees to jump ship. While everyone can have a bad day occasionally, dysfunctional attitudes are usually attached to problem personality types, easy to spot in most situations when you pay attention.

1. Passive-Aggressiveness: Some people are just angry at everything. No matter how you approach them, passive-aggressive people often respond defensively or with thinly veiled hostility. They can be sullen, argumentative or stubborn. They procrastinate over task completion, speak sarcastically and ambiguously, or use cryptic speech. After a conversation with this person, you might walk away feeling as if you did something wrong when all you did was ask a question. Anybody gets angry over issues that arise at work periodically, but when a person's attitude is underscored by passive-aggressiveness most of the time, there's an underlying problem, which might require professional help.

2. Negativity and Complaining: No matter how positive an announcement or situation at work, the complainers always find something wrong. Even when everyone receives a bonus, you'll find the complainer making noise about the size of his bonus. Some people aren't happy unless they're finding something wrong at work. Complaining aloud helps these people feel justified in their screwed-up version of the world: everything and everyone is broken except for them.

3. Laziness and Loafing: When you stop to take your break for a moment, you'll find the person with a lazy attitude -- the loafer -- already in the break room. He'll still be there when you leave. The next time you go in there for a quick cup of coffee, he'll still be there. If he's not there, he's busy chatting up a co-worker at his workstation. These people have a dysfunctional approach to work -- they act as if they are allergic to it. When left to their own devices, their loafing ways and lazy attitude can disrupt the work efforts of everyone in the office.

4. Entitled Attitude: Another dysfunctional attitude is found in the person who believes she is entitled to the best of everything at work. This type of attitude is displayed when the person believes she doesn't have to earn a raise or put in the extra hours needed to complete a project. She's not a team player, being above the rest of the "common" folk, and she shuns those who are. She's also the one who believes that she is already all she needs to be, so she makes no effort to pursue personal or professional development.

Summary

The lecture explains some of the signs of dysfunctional workplace to be poor communication, having too many bosses at work, over-control, no feedback on the job and fear. Others symptoms include the fact that people say one thing and mean another,

giving lip service to new ideas, only to undercut them in private, being defensiveness, saying you will do something and then not doing it, pretence, refusal to deal with conflicts and gossip. Steps to take in order to deal with gossip as a major sign of dysfunctions in workplace were discussed. Dysfunctional attitudes in workplace were identified to be passive-aggressiveness, negativity and complaining, laziness and loafing and entitled attitude.

Post-Test

1. With practical examples, explain some of the dysfunctional attitudes common in a workplace.

Reference

Nil

LECTURE SEVEN

Motivation and Performance

Introduction

Research findings have shown that a business's ongoing success depends to a large extent on having highly motivated employees who are productive and creative. So it is important to understand the link between motivation and performance and discover what motivates your employees. Highly-motivated employees are likely to go that extra distance for you. The lecture explains some of the ideas that can be used to ensure that motivation leads to increased performance and higher productivity in employees.

Objectives

At the end of this lecture, you should be able to understand

1. How to motivate employees for increased performance
2. The benefits of highly motivated employees in organizations
3. The motivational drivers.

Pre-Test

1. Explain in your own way how you can motivate employees for higher performance in employees.
2. Discuss the benefits of highly motivated employees in your chosen organization.

CONTENT

A. Motivating Employees

Work motivation is the stimulation of behaviours required to achieve and maintain organizational goals. Individuals' motivation will affect their attitude and commitment and will be influenced by their supervisors and other individuals. While it is obvious that

employees are motivated by tangible rewards such as remuneration and promotion, we know that they also are motivated by other more intangible factors such as contributing to a common good, a moral obligation to their colleagues and mentoring or giving back. We also know that not all employees are motivated by the same things. One of the most important tasks a manager or leader has is to create an environment that allows all employees to do their best, to achieve agreed outcomes and to feel valued. There are many good business reasons to do this.

B. Benefits of Highly Motivated staff

Research has shown that employees who are highly motivated are likely to:

- have fewer absences from work
- deliver higher levels of performance
- work harder when workplace demands are high
- Be loyal to their organisation resulting in a reduction in staff turnover and deliver higher levels of customer service resulting in greater customer retention.

Given these benefits, it is clear that highly motivated employees are likely to have a positive impact on your bottom line.

C. Motivational Drivers

Treating every employee the same is not only impossible, it's de-motivating. We are all motivated by different things. It is important for you to understand what motivates each of your employees so that you can develop, increase or maintain their motivation. There are a number of theories that explain how people are motivated and the relationship

between motivation and performance. These theories were discussed in lecture three of this course. In order to refresh our memory, David McClelland has researched relationship between motivation and performance and isolated three social motives. His 'Three Needs Theory' suggests that people are essentially motivated by a mix of the following factors:

- Achievement - getting a sense of doing a job well and being recognised for it.
- Power - having some control over one's own actions and perhaps the actions and outputs of others. Influence such as this can be formal, as a recognised supervisor or manager, or informal, being known as the company expert on a particular software package or having the keys to the stationery cupboard.
- Affiliation - feeling part of a team and having some social connection to colleagues. Social clubs, sporting teams and company dinners are common ways to generate this sense of belonging in a workplace (Manns, 2007)

Researchers have found that while some things will motivate a person to a certain point, other things are needed to create continual effort by staff. For example, when people receive their pay they do not suddenly work harder. This is because pay is an expected result of their effort. So too, things like Christmas bonuses often fail to generate better work performance because they are expected. Creating a work environment that includes a range of motivators is more likely to result in improved and sustained performance.

Here are some examples:

- opportunities for job enjoyment or sense of achievement through completing a task in a particular time or to a particular standard

- autonomy by giving individuals freedom to work in their own way
- opportunities for promotion
- status or power, which can be represented in a job title
- responsibility by allowing people to work without unnecessary supervision or checking
- affiliation by fostering the building of relationships with colleagues and customers
- recognition of employees' performance and contribution
- money or material goods – unexpected, small rewards offered frequently are often more effective than one-off big rewards that may become expected such as the Christmas party
- flexible work arrangements that allow employees to accommodate other personal interests and needs
- Personal and professional growth through training and professional development.

D. How to Motivate Your Employees

Well-motivated employees are more likely to remain with your business resulting in lower turnover and reducing the likelihood that they will leave to work for a competitor. These strategies may motivate your employees to contribute to your organizational overall performance:

- Ask employees what they want. As a leader and manager you should try to understand what makes every staff member behave the way they do. Knowing what makes them tick will give you an understanding of how to keep them motivated.

- Focus on job enrichment. When you make employees' jobs more challenging and interesting, they often find it more enjoyable. Provide them with challenges that match their skills, provide opportunities for them to excel and you are likely to see long-term improvements in their attitude and performance.
- Provide opportunities for advancement. Many employees are motivated by opportunities for individual growth through additional responsibilities or new jobs.
- If you cannot give your staff promotions think about horizontal moves. Often people like to do a different job to build their skills and knowledge; this will renew interest in their work.
- Respect your employees and get to know them well. Take the time to learn what interests them and what is important in their lives.
- Recognise employees' efforts and achievements and reward performance. Take the time to personally thank employees for doing something well. Public recognition can also be a motivator. Mention effort or achievement in team meetings, in newsletters and on the intranet. This is an effective way of guiding and reinforcing desired performance.
- Create opportunities for social interaction. . For example, encourage workplace sport or trivia teams. Some employees want to socialise with their colleagues and develop a sense of belonging, which can build commitment to both their colleagues and the business. Social interaction should not be a forced activity as some social activities may conflict with personal beliefs (activities on weekends or prayer days, activities where alcohol may be available).

The ways to motivate and reward employees template illustrates how employees' behaviour can reveal what motivates them and what you can do to keep employees satisfied with their work and motivated to keep doing it well. Understanding what motivates particular employees can help them to take ownership of a job and make it more challenging. Well-motivated employees are more likely to remain with your business resulting in lower turnover and reducing the likelihood that they will leave to work for a competitor.

Summary

The lecture discusses how employees can be motivated and the benefits of highly motivated employees in organizations. Highly-motivated employees are likely to have fewer absences from work; deliver higher levels of performance and work harder when workplace demands are high. It was discussed that strategies may motivate your employees to contribute to your organizational overall performance.

Post-Test

1. Explain the motivational drivers as they help increase performance in organizations.

Reference

Manns, R. (2007). *Boss Coarch*. AFR Boss. Vol 8, July, p75

LECTURE EIGHT

Major Motivating Factors and Performance

Introduction

Creating an environment that motivates employees is one of the toughest challenges our managers and leaders face today. It takes tremendous energy and time to build a motivated set of employees, but the incremental benefits are critical to the long-term success of the organization. The lecture exposes you to some the major motivating factors with explanations on how each can help increase job performance among employees.

Objectives

At the end of the lecture, you should be able

1. To understand some of the major motivating factors that help increase performance among employees in organizations.

Pre-Test

1. With practical examples, discuss any five motivating factors that you know that can help increase performance of employees.

CONTENT

1. Hire the right people from the start. Management of organizations needs to employ people who are happy with themselves, self-fulfilled and respectful of others. Employees are more in charge of their overall happiness in life than their managers. It is also very important to hire the right type of person for the type of job that will be performed. If

you don't hire the right people from the start, no amount of management or leadership will be able to motivate the employees.

2. Motivation factors for an employee are continually changing (dynamic). This is why it is important for individuals to receive personalized leadership from their managers and managers to constantly communicate with their employees to know what is important to them at any given time. Each employee is different.

i. Compare motivators at the:

- 1st month
- 1st year
- 3rd anniversary
- 5th anniversary
- Etc...the motivators will be different

ii. Any single motivator can lose its luster over time. It could be a week, a month, or a year. The motivating factor will become stale, and the employee will be looking for some new challenges.

iii. Each person has a different affinity for accepting risk.

iv. Each person accepts and adopts to change at a different rate.

3. A great manager is able to interpret an employee's motivators throughout his or her career and adjust that individual's work and opportunities accordingly. Flexibility of policies, job descriptions, and career development is important to keep the job interesting.

4. Processes within the company have to be fair: workloads, accountability, incentive structures, adequate resources available, etc. Fair processes are demonstrated by the combination of:

1. Asking for input and communicating respect for an individual's ideas.
 2. Providing an explanation of why the process or strategy is important (big picture) to the overall success of the company.
 3. Setting clear expectations in regards to the "change in process" and the new performance metrics.
5. Intrinsic (internal) motivators are far more powerful than extrinsic incentives, commissions, or bonuses. Done well the extrinsic motivators compliment the intrinsic motivators. Incentives and bonus plans define results for performance, but they do not manage, or in the long term, motivate employees. Incentives and bonus plans do require more attentive management and result in key metrics being more visible. Incentive systems are also good at setting clear expectations between the manager and the employee.
6. Managers should always proactively schedule one-on-one time with their employees. Frequent communication is essential to maintaining a motivated employee. Quality time spent with your employees can be a huge enabler for understanding their current motivators.
7. The strength or weakness of the employee's peers/ co-workers and the culture of the company build-up or drain the employee's energy and motivation. We all want to be on a winning team.
8. Great leaders create a vision and common team goals to maintain the motivation of their employees over a long period of time. The management team must demonstrate success and growth of the organization. The current success of the business and the belief

or trust on where the business will go in the future is very important to an employee's motivation.

9. Employees must like and respect their direct manager or their motivation will be limited.

10. The overall business environment can certainly affect employee morale as well (i.e. the global recession).

11. Happiness in an employee's personal life: spouse, children, extended family, friends, health, financial, etc. is very important to how happy the employee will be at work.

12. Current work load and time away from home must be monitored closely or the employee will get burnt out.

13. The overall compensation plan has to be competitive. It is important to check annually on what the current market range is for each particular position. Compensation plans have to be clearly communicated and understood between the manager and employee.

14. Employees want both autonomy and to work in a great team environment. Sometimes these drivers can be in conflict.

15. The current success of employees feeds or reduces their future motivation. Great managers always help their employees achieve personal successes when possible.

16. Some employees want advancement and career development opportunities. Some employees do not want advancement or change and are very happy in their current position.

17. There must be an availability of meaningful work. There must also be organization and a sense of urgency by the team to get the work done. There should always be a good

queue of work to be accomplished by each person. Idle time without direction is generally more of a de-motivator than being busy and engaged.

18. As is human nature, employees will tend to migrate into one of three major groups:

1. 20% Achievers
2. 60% Middle of the road (sometimes engaged, sometimes not engaged)
3. 20% do little, complain, and tend to pull the organization down.
 - Group morale can often be improved by working on these ratios (i.e. good hiring and letting go employees who are not engaged and contributing).
 - Spend more of your energy motivating the top 80% rather than putting your energies into trying to fix the bottom 20%.

19. Employees won't necessarily tell you what their true motivators are. Great managers develop a strong relationship with their employees, so they "just know" when something is not quite right. This intuition is critical to fixing problems before they get out of control.

20. Don't assume what motivates your employees is the same thing that motivates you personally.

21. Often times, the more disciplined, harder working team will be happier and more motivated than the autonomous, free spirited, self-directed team. It is rare that someone will quit because they have been worked too hard if they enjoy what they are doing and have been treated fairly.

22. A balanced work and personal life can enhance or detract from an employee's motivation.

Hopefully some of these aforementioned insights are helpful to you as you work on building the motivation in your employees. Please give me your feedback and thoughts on motivation in the workplace.

Summary

In the lecture, you are able to be familiar with some of the major motivating factors with explanations on how each can help increase job performance among employees. Some of the motivating factors include having happiness in an employee's personal life: spouse, children, extended family, friends, health, financial, etc.; which will further make the employee to be happy at work. Also, monitoring current work load and time away from home to avoid burnout in the employees. It is important to check annually on what the current market range is for each particular position. Compensation plans have to be clearly communicated and understood between the manager and employee.

Post-Test

1. Discuss any ten motivating factors as each relates with increase in performance.

Reference

Nil

LECTURE NINE

Work Stress and Performance

Introduction

Creating a high performance organization is a popular theme in the training and development field. To survive in these competitive times, companies cannot afford anything less. Creating a high performance organization requires understanding what factors influence performance. One of the most significant factors is stress. This lecture presents to you the link between work stress and performance among employees.

Objectives

At the end of the lecture, you should be able to

1. Understand the effects of stress in workplace
2. Understand the effects of stress and creativity in workplace

Pre-Test

1. Discuss how work stress can have effect with creativity in workplace

CONTENT

Historically, stress has been viewed as an inevitable consequence of work life; or at most, a health care issue. Neither view begins to capture just how costly this problem is to employers. Research shows that stress interferes with human intellectual, emotional, and interpersonal functioning. In fact, nearly every popular training and organizational development initiative is directly compromised by the intellectual, emotional, and interpersonal consequences of stress. Initiatives like The Learning Organization, Process Re-engineering, Diversity Training, Collaborative Team Work, and The High

Performance Organization are all impacted by the way people are affected by stress. In this lecture, we will highlight some of the research findings and discuss their implications for today's organization.

A. Stress, Threat, and "Numbing Out"

When animals, including human beings, are exposed to potentially life threatening situations; their bodies release endorphins, which are nature's pain-killer. This makes sense from a survival perspective. If you are being attacked by a predator and are injured, you do not want to be focusing your attention on how much you hurt. This response does not just happen in response to tangible, visible threat; it is also triggered by potential threat. Thus, if we feel threatened or fearful, our body releases endorphins. This sets the stage for serious intellectual and interpersonal consequences; because endorphins dull both our ability to think and our ability to feel. Effective decision-making and interpersonal skills require both.

B. Implications for the Workplace

In workplaces where people are constantly afraid and insecure, employees are at risk of "numbing out" to protect themselves. We see it in the blank faces of clerks, the lack of enthusiasm by front line workers, and in the remarkably insensitive ways managers and employees treat each other. The very mechanism which allows a person to survive an emotionally painful environment also makes it difficult for them to respond sensitively and empathetically to others. The organizational conflict and customer service consequences of this are obviously very costly. This numbing process affects far more than the interpersonal realm of organizational performance. It affects all aspects of decision-making, innovation, and safety. With their thinking impaired, people are at

greater risk of causing serious mistakes and accidents. They are also obviously less likely to make wise decisions and create process improvements.

C. Stress and the Loss of Creativity

Creative and innovative thought are at the heart of the learning organization. An organization's ability to innovate is perhaps the most important source of competitive advantage. Organizations who know how to stimulate and leverage innovative thought are able to respond more rapidly and resourcefully to market changes and customer requirements than their slower, less innovative competitors. Despite the tremendous contribution innovative thought makes to organizational survival, most organizations don't realize how they prevent such thought from being exercised in their organization. The typical high stress workplace the physiological and psychological effects of stress on the human brain and mind compromises such creativity and innovation.

Studies show that when people are under stress, their thought processes narrow. This narrowing of attention, by definition, prevents divergent thinking, which is the foundation of creativity. Divergent thinking is the ability to see connections between very distantly related ideas and context. It is an important component of "thinking outside the box." When people are stressed, they are able to perceive obvious connections and associations between ideas. When people are in a positive emotional state, their ability to make more distant, novel connections and associations increases. Thus, stress compromises, at the most fundamental neurological level, one of the foundational skills of creativity and innovation.

D. Uncontrollable Stress and the Dumbing Down Process

Research by Dr. James Pennebaker of Southern Methodist University has demonstrated a very serious consequence of uncontrollable stress on thought processes. In an experiment performed by Dr. Pennebaker, subjects wrote about whatever was going on in their mind - their "stream of consciousness." One group was subjected to a loud noise in the middle of the exercise and told there was nothing they could do about it; they had to "grin and bear it." The other group was subjected to the same loud noise in the middle of the exercise, but they were told they could have the noise stopped if they chose. The results were both fascinating and disturbing in their implications for organizational performance. The group that had no control demonstrated a significant deterioration in their thought process during and after the noise. Their thinking became unemotional, unimaginative, and dull. It was as if they became temporarily dumb in order to endure the stressful situation. Even more interesting was the other group's response. Although they were told they could stop the noise if they needed to, not one person chose to do so. Therefore, they experienced the same amount of unpleasant noise as the group which wasn't given that option.

Despite being subjected to the same amount of noxious noise, their thought process remained unaffected. They engaged in deep, reflective, creative thought. Thus, it wasn't the negative external situation, but the perceived lack of control, which resulted in a diminished thinking capacity. The operative term here is perceived. This study and others like it show that even if a person's perception is wrong - if in fact they really don't have control, the effect is the same as if they truly had control. It is the perception, the belief, which matters. Closely linked to this sense of perceived control is predictability. It is as

long as a person (or lab rat for that matter) knows when the next painful situation will occur; they do not suffer the same kind of psychological and physiological harm as those who don't know "when the other shoe will drop." Simply knowing creates a feeling, even if ill-founded, of control.

E. How Stress Affects Your Work Performance

Workplace stress derives from many sources. It can be a demanding boss, annoying co-workers, rebellious students, angry customers, hazardous conditions, long commutes and a never-ending workload. Your work performance is also affected by stressors such as family relationships, finances and a lack of sleep stemming from fears and anxieties about the future. How you handle the effects of stress depends on whether it is easier to change the situation or change your attitude toward it.

I. Time Management

The positive side of stress is that it can jump-start your adrenalin and motivate you to perform your tasks more quickly in response to impending deadlines. An overwhelming workload, lack of peer support and too many demands at once, however, contribute to a sense of frustration and panic that there isn't enough time to complete the work. According to the authors of "Performance Under Pressure: Managing Stress in the Workplace," if these conditions routinely result in overtime or having to take work home, the stress of being unable to manage time efficiently can fuel employees' resentment toward the company as well as negatively influence their commitment and loyalty.

II. Relationships

Stress is a major contributor to job burnout and strained interactions with peers and supervisors, says Bob Losvyk, author of "Get a Grip!: Overcoming Stress and Thriving in

the Workplace." The combined feelings of helplessness and hopelessness generate heightened sensitivities to any and all forms of criticism, defensiveness, depression, paranoia about job security, jealousy and resentment toward co-workers who seem to have everything under control, short-fuse tempers, diminished self-esteem and withdrawal.

III. Focus Ability

Stress affects your ability to remember things you already know, to process new information you are learning and to apply both to analytical situations and physical tasks that require concentration. When you are mentally exhausted from all of the worries, anxieties and tension brought on by a stressful environment or lifestyle, you are more easily distracted and prone to make costly, harmful or even fatal mistakes on the job.

IV. Health

In addition to headaches, sleep disorders, vision problems, weight loss/gain and blood pressure, stress affects cardiovascular, gastrointestinal and musculoskeletal systems, says Richard Weinstein, author of "The Stress Effect." If you're not feeling well, you're not going to do your best work. Further, the amount of sick leave taken to rest and recuperate from stress-related illnesses often means that the work only accumulates during your absence and, thus, generates even more stress about how to catch up once you return.

F. Implications of Effects of Stress for the Workplace

One obvious implication of this research is that employee intellectual functioning can be very powerfully influenced by their environment. In workplaces where employees feel helpless and disempowered, they are less likely to think in intelligent, creative ways. Another important implication, and this is borne out by other research, is that perceived

control plays a major role in whether a person is affected by a potentially stressful workplace. Workers in jobs with similar demands, but different levels of control, exhibit very different psychological and physiological responses. With the same demand level, workers in low control workplaces are significantly more affected by their work. Thus, when workers have little control over their work and feel powerless in general, they are more likely to suffer from the kind of "dumbing down" that Pennebaker's work demonstrated; and which we see in organizations throughout America.

In thinking about organizational implications, we need to realize that the word "perceived" in the term "perceived control" is important. It is important because in reality, there is no way we can create a workplace in which a person has total control over their work and over their destiny. No organization can guarantee lifelong employment; no one can foresee market changes or economic downturns. But, as long as people have open lines of communication and know that they can get the information they need - even if it's "we don't know yet," they experience a sense of control. Thus, organizations which enable open, honest communication create a context in which people are less likely to be stressed out, and because of that, more likely to utilize their capabilities.

Summary

The lecture explains what stress is in relation to threat and "numbing out". It was explained that to survive in these competitive times, companies cannot afford anything less. Therefore, creating a high performance organization requires understanding what factors influence performance. It was emphasized that one of the most significant factors that influence performance in workplace is stress. Implications of stress in workplace were discussed in the lecture. Effects of stress in the workplace as they relate with

performance of employees were identified to be loss of focus, poor health, poor time management and poor relationships.

Post-Test

1. Discuss the implications of stress in workplace.

References

Nil

LECTURE TEN

Drug Use and Performance

Introduction

Drug use, abuse, or addiction among employees and their family members can cause expensive problems for business and industry, ranging from lost performance, absenteeism, injuries, fatalities, theft and low employee morale, to an increase in health care, legal liabilities and workers' compensation costs. This lecture explains drug use as it relates with job performance among employees in organizations.

Objectives

At the end of the lecture, you should be able to

1. Know why an organization looks at drug abuse-related issues.
2. Know the effects of various types of substances used by employees and the cost to organization or workplace.
3. Be familiar with elements of work that may contribute to abuse of drugs and what can be done by the management.

Pre-test

1. Discuss some of the elements of work that can predispose employees to drug abuse

CONTENT

A. The Need for an Organization to Look At Substance Abuse-related Issues

The fact that some people use substances such as alcohol or illicit drugs, or that some people misuse prescription drugs is not new. The awareness that the abuse of substances may affect the workplace just as the workplace may affect substance abuse is, however,

increasing in acceptance. Many aspects of the workplace today require alertness, and accurate and quick reflexes. Impairment to these qualities can cause serious accidents, and interfere with the accuracy and efficiency of work. Other ways that substance abuse can cause problems at work include:

- after-effects of substance use (hangover, withdrawal) affecting job performance
- absenteeism, illness, and/or reduced performance or productivity
- preoccupation with obtaining and using substances while at work, interfering with attention and concentration
- illegal activities at work including selling illicit drugs to other employees,
- psychological or stress-related effects due to substance abuse by a family member, friend or co-worker that affects another person's job performance.

B. Effects of Various Types of Drugs

| Category | Examples | Examples of General Effects |
|---------------|--|---|
| Alcohol | beer, wine, spirits | impaired judgement, slowed reflexes, impaired motor function, sleepiness or drowsiness, coma, overdose may be fatal |
| Cannabis | marijuana, hashish | distorted sense of time, impaired memory, impaired coordination |
| Depressants | sleeping medicines, sedatives, some tranquilizers | inattention, slowed reflexes, depression, impaired balance, drowsiness, coma, overdose may be fatal |
| Hallucinogens | LSD (lysergic acid diethylamide), PCP (phencyclidine), mescaline | inattention, sensory illusions, hallucinations, disorientation, psychosis |
| Inhalants | hydrocarbons, solvents, | intoxication similar to alcohol, dizziness, |

| | | |
|------------|---|---|
| | gasoline | headache |
| Nicotine | cigarettes, chewing tobacco, snuff | initial stimulant, later depressant effects |
| Opiates | morphine, heroin, codeine, some prescription pain medications | loss of interest, "nodding", overdose may be fatal. If used by injection, the sharing of needles may spread Hepatitis B, or C and HIV/AIDS. |
| Stimulants | cocaine, amphetamines | elevated mood, overactivity, tension/anxiety, rapid heartbeat, constriction of blood vessels |

(Source: Blume, S.B. (1998). Alcohol and Drug Abuse in the Encyclopaedia of Occupational Health and Safety 4th edition, International Labour Office.

C. The Cost of Drug Abuse to a Business

The economic impacts of substance abuse in Canada to businesses or industry have been traditionally difficult to measure. Many costs are hidden by general absenteeism or illnesses, "unnoticed" lack of productivity, or inability or reluctance to link substance abuse directly with causes of accidents. In general, the Canadian Centre on Substance Abuse (CCSA), reports that substance abuse cost the Canadian economy more than \$39.8 billion in 2002. This figure includes costs for tobacco, alcohol and illegal drugs.

CCSA also states that the largest costs are for:

- productivity losses,
- direct health care,
- police and other types of law enforcement, and other direct costs.

As such, costs to a business may be both direct and indirect. The impact of substance abuse that has been reported often focus on four major issues:

- Premature death/fatal accidents
- Injuries/accident rates
- Absenteeism/extra sick leave, and Loss of production.

Additional costs can include:

- tardiness/sleeping on the job
- theft
- poor decision making
- loss of efficiency
- lower morale of co-workers
- increased likelihood of having trouble with co-workers/supervisors or tasks
- higher turnover
- training of new employees
- disciplinary procedures
- drug testing programmes
- medical/rehabilitation/employee assistance programmes

D. Elements of Work Contributing to Drug Use in Workplace

Various and numerous personal and social factors can play a major role. In general, however, some work-related factors can include:

- high stress,
- low job satisfaction,
- long hours or irregular shifts,
- fatigue,
- repetitious duties,
- periods of inactivity or boredom,
- isolation,
- Remote or irregular supervision and easy access to substances.

E. What the Workplace Can Do

Work can be an important place to address substance abuse issues. Employers and employees can collaborate to design policies which outline what is an acceptable code of behaviour and what is not. By establishing or promoting programmes such as an Employee Assistance Programme (EAP), employers can help troubled employees more directly or provide referrals to community services. Workplaces are encouraged to establish a procedure or policy so that help can be provided in a professional and consistent manner. It is important for supervisors and managers to have a resource or

procedure that they can rely on if the need arises. Employees need to know that everyone will be treated the same way. Pre-planning, as for many other occupational health and safety issues, is the best way to avoid confusion and frustration in times that are already difficult.

In addition, managers and supervisors should be educated in how to recognize and deal with substance abuse issues and employees should be offered educational programmes.

F. Elements of Work Expected in Drug Abuse Policies in Workplace

A company substance abuse policy should emphasize that the programme is confidential and be jointly created by both labour and management.

Elements of the policy would include:

- statement of the purpose and objectives of the programme
- definition of substance abuse
- statement of who is covered by the policy and/or programme
- statement of the employee's rights to confidentiality
- that arrangements have been made for employee education (e.g., a substance-free awareness programme)
- That, arrangements have been made for training employees, supervisors, and others in identifying impaired behaviour and substance abuse.
- provision for assisting chronic substance abusers

- outline of how to deal with impaired workers
- If necessary, statement of under what circumstances drug or alcohol testing will be conducted provision for disciplinary actions.

Summary

This lecture explains drug use as it relates with job performance among employees in organizations. Focus of the lecture include the need for management of organizations to be concerned about drug abuse in workplace, effects of various types of drugs and cost of drug abuse to organization. Other areas the lecture covers include explanations on the elements of work that contribute to drug abuse in workplace, what organization can do to management drug abuse in workplace, and elements of work expected to be included in the drug abuse polices in workplace.

Post-test

1. Discuss some elements of work that need to be put into drug abuse policies.

Reference

Blame, S.B. (1998). *Alcohol and Drug Abuse in the Encyclopedia of Occupational Health and Safety* 4th edition, International Labour Office

LECTURE ELEVEN

Work Accidents

Introduction

Your employer has a duty to protect you and tell you about health and safety issues that affect you. They also have a legal responsibility to report certain accidents and incidents, pay you statutory sick pay, or contractual sick pay if you are entitled to it and give you time off because of an accident at work should you need it.

Objectives

At the end of the lecture, you should be able

1. To understand what work accidents are and the differences with occupation health.
2. To know types of work accidents
3. To know the causal factors to work accidents.
4. To know the management styles and beliefs to work accidents and the benefits of preventions.

Pre-test

1. Discuss any three types of work accidents you know.
2. Discuss the management styles and beliefs to accidents in your workplace.

CONTENT

A work accident, workplace accident, occupational accident, or accident at work as the case may be, is a "discrete occurrence in the course of work" leading to physical or mental occupational injury (ESAW, 2001). According to the International Labour Organization (ILO), more than 337 million accidents happen on the job each year,

resulting, together with occupational diseases, in more than 2.3 million deaths annually (ILO). The phrase "in the course of work" can include work-related accidents happening off the company's premises, and can include accidents caused by third parties, according to Eurostat. The definition of work accident includes accidents occurring "while engaged in an economic activity, or at work, or carrying on the business of the employer" according to the ILO.

The phrase "physical or mental harm" means any injury, disease, or death. Occupational accidents differ from occupational diseases as accidents are unexpected and unplanned occurrences (e.g., mine collapse), while occupational diseases are "contracted as a result of an exposure over a period of time to risk factors arising from work activity" (e.g., miner's lung) (ICLS, 1998). Incidents that fall within the definition of occupational accidents include cases of acute poisoning, attacks by humans and animals, insects etc., slips and falls on pavements or staircases, traffic collisions, and accidents on board means of transportation in the course of work, accidents in airports, stations and so on.

There is no consensus as to whether commuting accidents (i.e. accidents on the way to work and while returning home after work) should be considered to be work accidents. The ESAW methodology excludes them; the ILO includes them in its conventions concerning Health & Safety at work, although it lists them as a separate category of accidents; (OSHC, 1981) and some countries (e.g., Greece) do not distinguish them from other work accidents. A fatal accident at work is defined as an accident which leads to the death of a victim. The time within which the death may occur varies among countries: In Netherlands an accident is registered as fatal if the victim dies during the same day that the accident happened, in Germany if death came within 30 days,

while Belgium, France and Greece set no time limit. Where the accidents involve multiple fatalities they are often referred to as industrial disasters.

A. Types of Accidents

Although many workplace accidents have relatively minor repercussions, which could result in just a paper cut or scratch, others can have more serious – and potentially fatal – consequences. For instance, there are some industries in which individuals are more exposed to occupational hazards than others, such as the construction trade. This had the highest rate of fatal injuries out of all other industry sections in 2011/12. During this period, falls accounted for 51% of construction injuries resulting in death, demonstrating that builders are more likely to fall from height than those who work in less dangerous locations, such as an office. An independent watchdog – the Health and Safety Executive (HSE) – aims to reduce the number of work-related fatalities and injuries within Great Britain, publishing statistics that show the different – and most common – types of reported workplace injuries across a range of sectors. For example, the HSE reported that, between 2011 and 2012, incidents such as falls from height, becoming trapped by a falling structure, and being struck by a vehicle or moving object, were the reasons for the majority of fatalities to British workers.

It was also revealed that slips, trips or falls were responsible for more than 50% of serious injuries to employees. Furthermore, the majority of incidents that resulted in employees taking more than three days off work – or affected their ability to perform their usual duties over this period – were caused by handling accidents. Although some accidents at work can have minor effects, the HSE statistics revealed that more than 27

million working days were lost between 2011 and 2012 due to occupational illness or personal injury, proving that these incidents can have serious repercussions.

B. Causal Factors to Work Accidents

Accidents arise from unsafe behaviour and/or unsafe conditions. An important factor is the safety climate or safety culture of an organization. Safety culture concerns how workplace safety is managed, consisting of the shared attitudes, beliefs, perceptions, and values among employees (Cox & Cox, 1991).

C. Why Accidents Happen in Workplace

What is it about people, an office, or a work scenario that causes accidents? The U.S. Census Bureau reported in the year 2000 that the following general categories of causes resulted in fatal work injuries:

- Transportation — 43%
- Assaults & violent acts — 16%
- Contacts with objects — 17%
- Falls — 12%
- Exposure to harmful substances or environment — 8%
- Fires — 3%
- Other — 1%

Some of the factors associated with accidents and loss have been identified as those relating to management style and beliefs, human resource policies, operational

procedures, and storage of supplies and merchandise. Let us examine how each of these factors contributes to workplace accidents.

D. Management Style and Beliefs

The way a manager approaches obligations, and the beliefs about personnel and the nature of work affect the way in which the person manages. Managers, as leaders, work within two dimensions — 1) attention to task (i.e., what needs to be done), and 2) attention to relationships (i.e., interaction with subordinates). A manager's beliefs about what really matters have a great impact on how she or he chooses to exert leadership. The issue of safety and the costs of accidents and injuries generally are not apparent to managers unless their organization provides clear data identifying these costs and the financial impact of accidents and injuries on their chapter, department or, sometimes, on their individual performance evaluations. Some of the management styles and beliefs that contribute to breakdown in safety include:

I. Arrogance

Many managers believe that accidents are something that happen to other people, and therefore, workplace safety is not a priority. Without a genuine commitment to establishing and maintaining a culture of safety, management will try to remain ignorant of the cost of accidents and injuries. Worse yet — management knows too well how the reporting of claims will impact their workers' compensation insurance and has instituted a culture of intimidation in which employees and volunteers will be encouraged not to report injuries or accidents. They believe that no news is good news, and that by exerting their influence, they can suppress these reports.

II. "Clueless" Managers

Yogi Berra once said, "Ignorance is not what you do not know, it is what you know wrong." Managers who are clueless display a lack of understanding about the costs—human and financial — of injury, illness and unsafe conditions. Some managers do not even know that their nonprofit must obtain workers' compensation insurance. Perhaps they think that if they ignore it long enough, it will go away. Refusing to address workplace safety issues can have devastating results — and could possibly destroy the nonprofit in the wake of a huge claim or lawsuit by a client or a member of the public.

III. Lack of Accountability

Managers, who are not held accountable for insurance costs, generally ignore the incidence of accidents, injuries and/or other claims. Their belief is: "We have insurance — who cares?" This attitude will not change unless there are significant and unpleasant consequences associated with it. Safety conscious nonprofit needs to start at the top, literally. The board of directors needs to adopt and enforce consequences for unsafe conditions.

E. Benefits of Prevention of Work Accidents

According to the Health and Safety Executive, employers who implement suitable measures to prevent accidents in the workplace could reap a number of benefits. As well as reducing the number of injuries at work, managers could also:

- Be less likely to suffer legal action
- Acquire a better reputation amongst partners, investors, customers and suppliers
- Have employees who feel more motivated, demonstrating greater productivity

- Reduce costs
- Have reduced employee turnover and absence rates. It has been reported that over 2,000,000 working days each year are lost due to handling accidents and slips and trips alone.

Summary

The lecture makes us to understand that employer has a duty to protect us and tell us about health and safety issues that affect us. Our employers have a legal responsibility to report certain accidents and incidents, pay our statutory sick pay or contractual sick pay if we are entitled to it and give you time off because of an accident at work should we need it. Other areas the lecture focuses on include work accidents and the differences with occupation health; types of work accidents; the causal factors to work accidents; management styles and beliefs to work accidents and the benefits of preventions.

Post-test

1. Discuss the benefits of work accidents

References

Cox, S. & Cox, T. (1991). *The structure of employee attitudes to safety - a European example* Work and Stress, 5, 93 - 106.

ESAW (2001). European Commission (2001). *European Statistics on Accidents at Work (ESAW)*, Methodology, 2001.

ICLS (1998). The Sixteenth International Conference of Labour Statisticians, Resolution concerning statistics of occupational injuries (resulting from occupational accidents), adopted by the Sixteenth International Conference of Labour Statisticians, (October 1998)

ILO Safety and Health at Work.

OSHC (1981). Protocol of 2002 to the Occupational Safety and Health Convention, 1981.

LECTURE TWELVE

An Overview of the Course

Introduction

Psychology of Human Performance (PSY 598) is a course that focuses upon the factors that could improve performance employees in their various places of work. The course discusses how performance can be motivated using various theoretical backgrounds and models that have been extensively researched. In the course, areas such as motivational tools, techniques and strategies that can be employed to improve the performance of employees were discussed. Issues of dysfunctions in workplace were not left out in the course. Relationship and the links between work stress and performance among employees were discussed in the course.

Major Objectives of the Course

The course attempts to achieve the following objectives:

- Define psychology of human performance and explain how it can be measured using various instances for your better understanding. It introduces the concept of motivation in human performance, discusses the various theories of motivation with practical examples, the motivational tools and how to enhance motivation in employees.
- Intimates us with some of dysfunctional symptoms in organization and the link between motivation and performance. We were able to understand the work-related stressors that can readily affect levels of human performance in workplace, the coping strategies available for employees, forms accidents in workplace and effects of drug

use in human performance.

Pre-test

1. Discuss the need for management of organization to be concerned about drug abuse in workplace.

CONTENT

The course provided us with the definitions of the concepts of performance, measurement and performance measurement as a tool in achieving organizational goals. Efforts were made to expose us to some of the challenges associated with former ways of measuring performance and those associated with present ways of measuring performance in organization for better performance in the organizations. Performance measurement was said to be vital to achieving organizational goals.

The course explains the need to understand human nature itself; and that human nature can be very simple, yet very complex too. The various historical explanations of motivation were discussed; linking these with the present-day explanations of what motivation is and how it can have effects on individuals in various activities.

The course discusses the various major theories of motivation and categorized them into major schools of thought: the *content theories* of motivation and the *process theories* of motivation. The content theories of motivation was said to focus on the importance of work itself; dealing with the specific needs that motivates and direct behaviour. The process theories of motivation deal with the cognitive processes we use in making decisions and choices about our work.

It was emphasized in the course that increasing motivation in workplace can help improve performance, raise morale and boost productivity. However, different

motivational tools work for different types of employees. Some of the notable motivational tools identified in the course include positive work environment, provision of incentives for employees, recognition of achievements, goals setting, profit sharing, soliciting for employees input and provision of professional enrichment.

This course explains drug use as it relates with job performance among employees in organizations. Focus of the lecture include the need for management of organizations to be concerned about drug abuse in workplace, effects of various types of drugs and cost of drug abuse to organization.

Summary

Psychology of Human Performance (PSY 598) is a course that focuses upon the factors that could improve performance employees in their various places of work. The course discusses how performance can be motivated using various theoretical backgrounds and models that have been extensively researched.

Post-test

1. Discuss based on your understanding of the course, how would you increase your performance in your place of work? Explain this, with concrete examples and be more practical in your explanations.