# Instructors Guide

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.
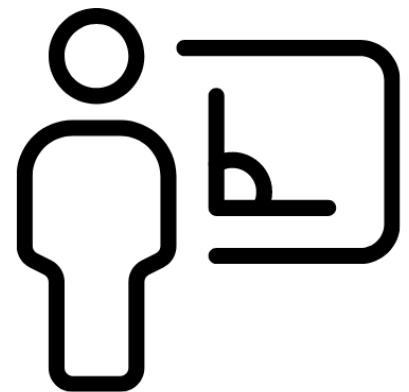
Module Two: A Psychological Approach

The importance of psychology in achieving and maintaining Employee Motivation is essential. A message can be repeated over and over to a group of employees but unless they believe it and believe in it, the words are empty. The following are some of the key psychological theories which aid employers in their end goal of producing a motivated workforce.

Herzberg's Theory of Motivation

Herzberg's theory is that Employee Motivation is affected both by the employee's level of satisfaction and dissatisfaction and that, importantly, these two elements are independent of one another. That is to say that although an employee can be satisfied by the elements of their job which are intrinsic to the job itself, such as achievement and recognition, while at the same time being dissatisfied by the elements which are secondary factors of the work – pay and benefits, job security and relationships with co-workers.

This was described by Herzberg as the Motivation-Hygiene Theory. Elements which are done because they are essential to the job were considered the "motivation" part of the theory. They were done because they *had* to be done; therefore the worker was "motivated" to carry them out. Carrying these tasks out was considered to be the motivation of the employee, because they were required or compelled to do them. Having work to do demands that the worker rise to, and meet, a challenge, their motivation was set in stone.

The "hygiene" element, rather than a reference to personal hygiene and cleanliness as one might assume, was actually a reference to the upkeep of personal determination. They were things that needed to be constantly maintained because they were not intrinsic to the job. Herzberg's assertion was that the opposite of satisfaction was not dissatisfaction, but rather an absence of satisfaction. Similarly,

the opposite of dissatisfaction was an absence of dissatisfaction rather than simply satisfaction. In terms of motivating employees, it is important to encourage satisfaction on the one hand, and avoid dissatisfaction on the other.

Estimated Time	15 minutes
Topic Objective	To understand and be able to apply Herzberg's Theory of Motivation.
Topic Summary	Herzberg's Theory of Motivation – also known as the "two factor theory" or Herzberg's motivation-hygiene theory – holds that job satisfaction and job dissatisfaction are two separate and distinct elements made up of different factors.
Materials Required	List of the factors which govern satisfaction and dissatisfaction, pen and paper.
Planning Checklist	Before the workshop, write the headings "Satisfaction" and "Dissatisfaction" on the flip chart, with the following sub-headings: Satisfaction: Achievement; Recognition; Work; Responsibility; Promotion; Growth Dissatisfaction: Pay and Benefits; Company Policy; Relationships With Co-Workers; Environment; Supervision; Status; Security
Recommended Activity	Engage in group discussion of hypothetical situations which could be considered satisfactory or dissatisfactory and how they fit into a plan for increasing and maintaining employee motivation
Stories to Share	None
Delivery Tips	This activity can be performed in pairs, small or large groups
Review Questions	What are the most important factors in employee motivation?

Maslow's Hierarchy of Needs
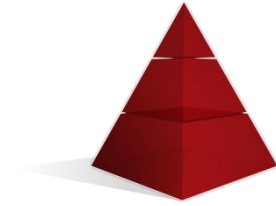
Abraham Maslow's pyramid detailing the hierarchy of human needs is actually a more general listing of things which every human should be able to rely on, but is applicable to the issue of Employee Motivation. In any job, from the most basic to the most specialized, the employee should be able to rely on their employer and their co-workers to uphold their access to the most basic needs – those which are essential and without which a human's health will suffer. The absence of access to these needs is the basis for everything else. As we go up the pyramid the needs become less essential but arguably more decisive.

A sense of security and of belonging is also important to any employee. Knowing that one's physical safety is ensured allows a person to do their job without fear. Security is not merely a physical concept; it also refers to the security of a person's job and the conditions that allow them to do that job. Giving a person tasks to do is an essential part of motivation, but providing them the environment in which to carry out those tasks is no less important for motivation. Allowing a level of interaction and encouraging a team ethic will further a person's intent to do their job and do it well.

In the upper two echelons of the pyramid, the needs are now more refined and specific. It is possible to do a job without self-esteem, but it is undesirable. Encouragement and positive feedback are important factors in ensuring that an employee does their job to the best of their ability. Without these factors, the likely outcome is a drop in performance and a reluctance to carry out further tasks completely and reliably. Self-actualization needs, such as creativity and spontaneity, allow the mind to work to its optimum level, and actively motivate the employee. These theories fit in somewhat with Herzberg's, in that there are certain things which must be guaranteed as an absolute base, and then others which guarantee the effort of an effective employee through their desire to be part of something good.

Estimated Time	15 minutes
Topic Objective	To understand and see the relevance of Maslow's Hierarchy of Needs
Topic Summary	Abraham Maslow set out a basic structure of things that every human needs, with the most basic at the bottom and escalating in order of importance to a happy life.
Materials Required	Flipchart, pens, paper
Planning Checklist	Before the workshop, sketch a pyramid on the flipchart and divide into five sections with horizontal lines. In the bottom section list the physiological needs of a person – breathing, food, water, sleep.

In the second from bottom section, list the safety needs – security of body, |

	employment, resources, morality, family, health, and property.
	In the middle, list the belonging needs – friendship and companionship
	In the second section from the top, list the esteem needs – self-esteem, confidence, achievement, and respect of and by others.
	Finally in the top section, list the "self-actualization needs – morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
Recommended Activity	Have the group name some things that they consider to be essential to the motivation of a workforce and agree on where they fit in the pyramid.
Stories to Share	None
Delivery Tips	A module to be delivered to a full group.
Review Questions	Which of these needs are dependent on the employer and which on the employee?

The Two Models and Motivation

Abraham Maslow's theory on the hierarchy of human needs was an influence on Frederick Herzberg's later theory regarding the factors which motivate workers. While Maslow considered the needs of a person to all be on the one hierarchical list, Herzberg felt that there were two very separate elements of the plan. To look at Maslow's list, one would feel that as the requirements as set out in the pyramid were met, the level of satisfaction would rise while, at the same pace, the dissatisfaction would drop. It was Herzberg's contention that this is not the case. Herzberg felt that satisfaction and dissatisfaction were actually wholly separate and that both needed to be attended to.

Herzberg and Maslow created two separate theories, and while much of what is set out in the hierarchy of needs is backed up by the theories in the "two factor" theory, it is expanded upon and honed. While to look at Maslow's model, one would feel that as long as certain needs were met, satisfaction would rise and dissatisfaction fall in equal measure, Herzberg holds that one could have a high level of satisfaction from carrying out their tasks in an efficient manner and meeting their targets, yet if they were constantly worried that they could lose their job for reasons separate to performance, they would not be as motivated as they could be.

There is, however, something to be said of Maslow's hierarchy, in that the pyramid as he set it out could be split into sections. In this case, the top sections (and particularly the peak) would correspond somewhat to Herzberg's "motivation" factors and the lower sections to his "hygiene factors. Herzberg's theory is not a contradiction of Maslow's, but at the same time is not a direct application of it. There are

certainly differences between the two. They both have their part to play in employee motivation, however, and they have a lot more in common than to separate them.

Estimated Time	15 minutes
Topic Objective	To look at how Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs can be combined to provide a set of core values which are essential to a high level of Employee Motivation
Topic Summary	In order to be productive, every worker needs to have certain essential needs and wishes satisfied. In both Herzberg's and Maslow's theories there is a concentration on which needs are essential to a person doing a job of work.
Materials Required	Flipchart, pens, paper
Planning Checklist	Refer back to the diagrams in the previous topics and invite comments on where they overlap and where they differ. How do the two models interact to give a basis on which to build Employee Motivation?
Recommended Activity	Taking the diagram of Maslow's Hierarchy and the list in Herzberg's Theory, draw lines to represent where the two theories cover the same ground, and circle any elements that are specific to either theory. Discuss the importance of any which fall into the latter category.
Stories to Share	None
Delivery Tips	Allow a fairly free round table discussion. Which of the needs constitute rights, and which should be considered "privileges"
Review Questions	Which of the two models do you feel is more relevant to an employer looking to motivate a workforce?

Practical Illustration

Carlos, the boss, and Henrietta were working on a recipe for a new formula of baby food. They'd spent all day discussing their options, brainstorming and coming up with several solutions to their problems but had started getting bored halfway through. They didn't have the motivation to continue, until Carlos suggested they use Herzberg's Theory of Motivation to identify those factors which motivated them and those which dissatisfied them. Henrietta agreed and immediately stated that she felt putting in overtime wouldn't measure up to the pay she received. Together they reached an amiable solution to her motivational problems, and managed to come up with a new formula. Henrietta was happy and motivated, and Carlos was relieved that his employee was satisfied.

Module Two: Review Questions

1.) Herzberg's Theory of Motivation is affected by:

    a)   The employees level of dissatisfaction
    b)   The employees level of satisfaction
    c)   The employees level of both dissatisfaction and satisfaction
    d)   None of the above

Herzberg's theory is that Employee Motivation is affected both by the employee's level of satisfaction and dissatisfaction and that, importantly, these two elements are independent of one another.

2.) The 'motivation' in the Motivation-Hygiene theory:

    a)   Refers to personal hygiene
    b)   Refers to tasks which had to be done
    c)   Refers to things which needed to be maintained
    d)   Represent dissatisfaction

Carrying these tasks out was considered to be the motivation of the employee, because they were required or compelled to do them.

3.) The 'hygiene' element in the Motivation-Hygiene theory:

    a)   Refers to personal hygiene
    b)   Refers to tasks which had to be done
    c)   Refers to things which needed to be maintained
    d)   Represent dissatisfaction

The "hygiene" element, rather than a reference to personal hygiene and cleanliness as one might assume, was actually a reference to the upkeep of personal determination. They were things that needed to be constantly maintained

4.) The following statement is FALSE with regards to Maslow's Hierarchy of Needs:

    a)   Encouragement and positive feedback are important for employees
    b)   The environment is part of the needs to be met
    c)   The theory fits completely with Herzberg's Theory of Motivation
    d)   A sense of security and belonging is important to an employee

Herzberg's theory is not a contradiction of Maslow's, but at the same time is not a direct application of it. There are certainly differences between the two. They both have their part to play in employee motivation, however, and they have a lot more in common than to separate them.

5.) Which statement is TRUE?

    a) Maslow's hierarchy is a general list of basic human needs and doesn't apply to the workplace
    b) The needs at the top of the pyramid are less decisive than those at the bottom
    c) The needs are more refined at the bottom of the pyramid
    d) None of the above

All are contradictory to the information presented in the topics.

6.) According to Maslow, levels of dissatisfaction would ____ as levels of satisfaction ____

    a) Drop; rise
    b) Rise; rise
    c) Drop; drop
    d) Stay the same; stay the same

To look at Maslow's list, one would feel that as the requirements as set out in the pyramid were met, the level of satisfaction would rise while, at the same pace, the dissatisfaction would drop.

7.) Abraham Maslow and Herzberg's theories:

    a) Are complete contradictions
    b) Are direct applications of each other
    c) May form part of a two-factor theory
    d) None of the above

Herzberg and Maslow created two separate theories, and while much of what is set out in the hierarchy of needs is backed up by the theories in the "two factor" theory, it is expanded upon and honed.

8.) Which of the following represents a secondary factor at work:

    a) Pay and benefits
    b) Achievement
    c) Recognition
    d) All of the above

Secondary factors of the work – pay and benefits, job security and relationships with co-workers.

9.) The following is the most important:

a) Physiological needs
b) Security and safety needs
c) Companionship
d) All are equally important

The physiological needs of a person – breathing, food, water, sleep.

10.)The following are examples of Dissatisfaction:

a) Environment
b) Supervision
c) Relationships with Co-workers
d) All of the above

All factor into an employee's dissatisfaction

PowerPoint Slides

Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.
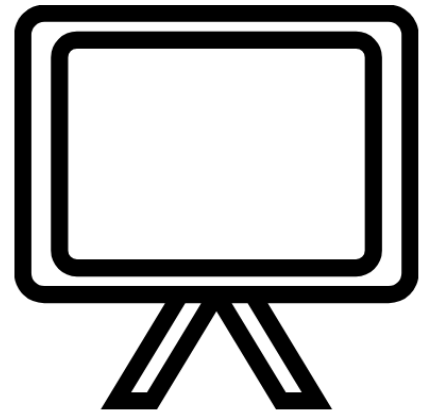
> *Money was never a big motivation for me, except as a way to keep score. The real excitement is playing the game.*
>
> *Donald Trump*

A Psychological Approach

A message can be repeated over and over to a group of employees but unless they believe it and believe in it, the words are empty.

Herzberg's Theory of Motivation

An employee's level of satisfaction and dissatisfaction are independent of one another.

Maslow's Hierarchy of Needs

Encouragement and positive feedback are important factors.

The Two Models and Motivation

Two separate theories that have been expanded upon and honed.

Practical Illustration

- Herzberg's Theory of Motivation
- Maslow's Hierarchy of Needs
- The Two Models and Motivation

Module Two: Review Questions

1. Herzberg's Theory of Motivation is affected by:

A. The employees level of dissatisfaction

B. The employees level of satisfaction

C. The employees level of both dissatisfaction and satisfaction

D. None of the above

Quick Reference Sheets

Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Employee Motivation
Quick Reference Sheet

Behavior Modification in Four Steps

By referring to the results it is possible to see what patterns of modification work best. The following is a trusted four-step pattern for behavior modification:

1. Define the behavior to be modified.

2. Record the rate at which that behavior takes place.

3. Change the consequences which result from that behavior.

4. If this does not succeed in preventing the behavior, change the consequences to a greater or lesser extent.

A History of Expectancy Theory

Victor Vroom is a much-respected professor and researcher in the business world who works at the Yale Business School and serves as a consultant for some of the world's most successful companies. This elevated status is due in no small part to his expectancy theory of motivation, which addresses the reasons why people follow the path that they do within corporations. His proposition was that behavior results from choices made by the individual where the choice exists to do something else. The underlying truth in this theory is that people will do what works out best for them. The important element is the outcome.

Vroom worked on this theory with fellow business scientists, Edward Lawler and Lyman Porter. The theory dates back to 1964 and is still widely used by professors. While the process is characterized as **Effort, Performance, Outcome,** and more specifically as **E>P** (increased effort leads to a greater performance) and **P>O** (increased performance brings a better outcome), he takes notice of the fact that greater effort will not happen all by itself. What makes a satisfactory outcome for one individual may not necessarily work for another.

Identifying Your Personality Type

Equally, all of these people, and others, play a major part in making up a workplace.

- Without the problem solvers, an organization would be in trouble if things deviated from the plan as laid out.

- Without consensus seekers, it would be easy for a problem solver to become too autonomous, solving the problem to their satisfaction without being particularly concerned for how others felt about the solution.

- Without the nurturers, people would feel that a problem could too easily become a crisis.

- Without the humorists a bad situation would depress everyone.

Handouts

Each course is provided with a wide range of worksheets.
Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.
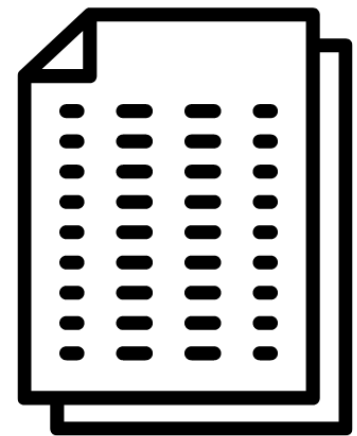
Icebreaker: Getting Engaged

PURPOSE

This activity will help the group get to know one another, and connect to each other by working on a common goal that they can refer to throughout the workshop.

MATERIALS REQUIRED

1. Flip chart paper for each group

2. Markers for each group

3. Masking tape, non-marking adhesive, or push pins (depending on the room, to hang the flip chart paper)

TIME REQUIRED

20 minutes

ACTIVITY

Have everyone introduce themselves by stating their name, where they are working, how long they have been in their current role, and one thing that they love about the work they do.

Form the group into smaller teams of four to six people. Each group must come up with the name, logo, and motto (if time allows) for their newly formed company. They can capture the information on flip chart paper, and then hang them around the room for the day. As the workshop progresses, encourage them to write key words, phrases, or parking lot items on their sheets.

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CERTIFICATE OF COMPLETION

[Name]

Has mastered the course
Employee Motivation

Awarded this _____ day of _____ e _____, 20 _____

_____
Presenter Name and Title