

Part 3

Performance Leadership

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Motivation

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Susan just started working a month ago at the front desk of an airport hotel. So far she is not very happy with the job. To begin with, she has trouble finding a parking spot every afternoon when she comes to work, although she was promised that there were plenty. When she reports to work, she is lucky if she can find her boss, who is often away from the work area, to question him about her training program, which is going very slowly. Most of her peers manage to say hello, but that is usually all. She wonders if anyone would notice if she just took off out the front door and did not come back.

Randy, a cook in a downtown restaurant, loves where he works. Although his pay and benefits are good, there are many other reasons why he loves his job. He feels like part of a quality team at work, management always keeps him informed of what's going on, hourly employees frequently get promoted when there are open positions, the kitchen is comfortable to work in and he has just the equipment he needs, everyone is on a first-name basis, he gets bonuses based on the number of guests served, and the restaurant owners give him time off to go to college and pay his tuition.

Employees want to be treated first as individuals and as employees second. They want a lot more out of work than just a paycheck. They want, for example, respect, trust, rewards, and interesting work.

In the first section of this chapter we discuss employee expectations and needs. The concept of motivation is then discussed, followed by a section on how to build a positive work climate.

This chapter will help you to:

- Explain common employee expectations of their leaders.
- Define the term *motivation* and explain the leader's responsibility to motivate his or her employees.
- Discuss the essential points of current theories and practices for motivating employees on the job.
- Explain the challenge of applying common motivational theories in the hospitality work environment.
- Identify nine ways to build a positive work climate by focusing on employees as individuals.
- Describe two ways a leader can build a positive work climate by focusing on him or herself.

There is really no valid stereotype of today's hospitality employee. The industry employs people of all ages and backgrounds. In fact, an already diverse workplace is becoming more diverse than ever. This is due in part to the fact that new workers entering the workforce are overwhelmingly non-Caucasian ethnic minorities, immigrants, and women.

Approximately half of the foodservice workforce, as well as a big presence in hotels, are employees from 18- to 40-something years old, a group referred to as *Generation X* (those born between the late 1960s and 1980) and *Generation Y* (those born in the 1980s or 1990s). There are 70 million Generation Y'ers. X'ers and Y'ers and Z'ers will work hard, but they will also make certain demands. They want to do work that they consider worthwhile as well as work they enjoy doing. The employees want their supervisors to let them be more involved by listening to them and by allowing them to participate in decision making. Not surprisingly, employees do not want leaders to bark orders in a militant fashion, they want training and coaching and expect management to invest time and money in their training, coaching, and development.

At least 60 percent of both foodservice and hotel employees are women. There are more women working now than ever before and they are not necessarily satisfied with traditional women's jobs. There are many female bartenders, cooks, and chefs, as well as many other supervisory management positions now filled by women.

The fastest-growing ethnic groups in the United States are Hispanics, African-Americans, and people of Asian origin, so it is not surprising to see many of these people in hospitality jobs. Did you know that Hispanics have been the biggest minority in foodservice since 1993? Did you also know that one out of six foodservice employees speaks a language other than English at home?

Many of today's employees tend to have a higher expectation level and a lower frustration tolerance than employees of past generations. They expect more out of a job than just a paycheck. Most are not tied by need to jobs they don't like; in good times, hospitality jobs are usually plentiful, and unemployment insurance tides workers over during a move from one job to another. Availability of jobs, of course, varies with economic conditions and from one area to another. But even needing that paycheck does not guarantee that a person will work well on the job. That is why it is necessary to have leaders.

Generation X

The group of Americans from age 29 through 43, born between the late 1960s and 1980.

Generation Y

The group of Americans born in the 1980s and 1990s.



Employee Expectations and Needs

When you become a leader, you will have certain expectations of your employees. You will expect them to do the work they have been hired to do—to produce the products and services to the quality standards set by the enterprise that is paying you both. You may wonder whether their performance will meet your expectations, and you may have some plans for improving productivity. But you may not realize that what these people expect from you and how *you* meet *their* expectations may have as much to do with their performance as your expectations of them. If you handle their expectations well, if they recognize your authority willingly, you will have a positive relationship going for you, one on which you can build a successful operation. Let us look at some categories of things workers typically expect and need from the boss.

YOUR EXPERIENCE AND TECHNICAL SKILLS

Employees expect you to be qualified to lead. First, they want you to have worked in the area in which you are leading: a hotel, a hospital kitchen, a restaurant, whatever it is. Coming into a restaurant from a hospital kitchen may discount your experience and you will have to prove yourself. Coming into a big hotel from a job in a budget motel, you will also have to prove yourself. Your associates want to feel that you understand the operation well and appreciate the work they are doing. They want to feel that they and their jobs are in good hands—that you are truly capable of leading them and their work.

In some circumstances, being a college graduate will make you distrusted. Your associates may assume that you think you know it all and they are afraid you will look down on them. They may think that *they* know it all and that you have not paid your dues by coming up the hard way. In other places, if you are not a college graduate and other leaders have college degrees—in a hospital setting, perhaps—you will have to work harder to establish yourself with your associates. If they are satisfied with what you have done on other jobs and how you are doing on this one, they will each decide at some point, okay, you are qualified to lead here. But it may take time and tact and determination on your part.

Second, they want you to be not only experienced but technically competent. Every employee who works with you expects you to be able to do his or her particular job. They may not expect you to have their own proficiency or skill, but you must be able to do that job. This can become a sort of game. They will question you, they will check you, they will make you prove you know what you are doing—“Why doesn’t the bread rise?” “Why doesn’t the sauce thicken?”—and there will be instances when they will have sabotaged that recipe just to see if you know what is wrong. They may unplug the slicer and tell you it is broken, and you will start checking the machine and the fuses before you catch on. You are going to have to prove your right to supervise.

THE WAY YOU BEHAVE AS A LEADER

Nearly everyone wants a leader who will take stands and make decisions, who will stay in charge no matter how difficult the situation is, who is out there handling whatever emergency comes up. Hardly anyone respects a boss who evades issues and responsibilities, shifts blame, hides behind the mistakes of others, or avoids making decisions that will be unpopular even though they are necessary.

Many people expect authority and direction from the boss. These people want you to tell them what to do; they may not know how to handle too much independence. Some of them will want you to supervise every single thing they do—“Is that okay?” “Is this the way you want it?” Others just want you to define the job, tell them what you want done, and let them go at it—“Hey, get off my back and leave me alone.” Sometimes you will have a worker who is totally opposed to authority, who will reject everything you say simply because you are the boss; this one will give you a hard time. When you get to know each person’s special needs and expectations, you can adjust your style of directing them accordingly—your style, but not what you require of them. You must do what is correct, not what pleases them.

Your people expect you to act like a leader toward them, not like one of the gang. They want you to be friendly, but they expect you to maintain an objective, work oriented

relationship with each person. They do not want you to be everyone's pal, and they do not like you to have special friends among the workers.

If you do socialize off the job with some of the people you supervise, you are running certain risks. Can you go out and party with them, form close friendships, and then come back and supervise them on the job without playing favorites or making other workers jealous? Maybe you can. But can your worker friends handle this closeness, this double relationship? Will they think they are special and that they can get away with things? These are friendships to approach with caution or to avoid altogether.

Your people expect you to treat them fairly and equally, without favoritism. The fairness that people expect is fairness as they see it, not necessarily as you see it. There may be someone on your staff that you don't like, and it is going to be difficult, if not impossible, for you to treat this person without bias. There may be someone else who you like a lot. And there is going to be a world of difference in the way you instruct, discipline, and deal with these two people. Is it fair in the minds of your employees? They may think that you are playing favorites or are really putting somebody down. You must always think of how these things look to the other associates, how it will affect their acceptance of you. Sometimes they may be right and you are not aware of it.

Fairness includes honesty with your associates and with the company. Your people expect you to evaluate their work honestly, to follow company rules, to put in your time, to fulfill your promises, and to carry out your threats. One of the worst mistakes you can make is to promise something you cannot deliver, whether it is a threat or a reward. People will not respect the authority of a leader who does this. If you do not come through for your workers, they will not come through for you.

COMMUNICATION BETWEEN LEADER AND EMPLOYEES

Your workers expect several things from you in the way of communication. First, *they expect information*. They expect you to define their jobs and to give them directions in a way they can comprehend. Probably 90 percent of the people who work for you want to do a good job, but it is up to you to make it clear to them what the job is and how it should be done. It often takes a little extra time to make sure that each associate has grasped the full meaning of what you have said. But if you expect them to do a good job, they expect you to take the time necessary to tell them clearly exactly what a good job is.

Telling them what to do and how to do it should include the necessary skills training. In the foodservice industry it is typical to skip this training or to ask another associate to train the new person while the two of them are on the job. It is not uncommon to hire people to bus tables, put them to work without training, yell at them for doing everything wrong, and then fire them for breaking so many dishes. Unless they leave first. They may leave first because they expected to be told the right way to bus tables, and they were not told. Lack of clear direction is a major reason for the high rate of employee turnover in this industry. The leader does not meet the associate's expectations.



Clear communication between supervisors and associates is critical in a creative and positive work climate.

The second type of communication that people want from the boss is *feedback on their performance*. The most important thing a worker wants to know is, “How am I doing? Am I getting along all right?” Yet this expectation, this need, is usually met only when the worker is *not* doing all right. We tear into them when they are doing things wrong, but we seldom take the time to tell them when they are doing a good job. A few seconds to fill that basic human need for approval can make a world of difference in your associates’ attitude toward you, and the work they do for you.

A third form of communication that employees expect from you is to have you *listen* when they tell you something. They can give you useful information about their jobs and your customers, and they can often make very valuable suggestions if you will take the time to listen—really listen—to what they have to say. But they do expect you to take that time and to take them seriously, because they are offering you something of their own.

Two cardinal rules on suggestions from employees are:

1. Never steal one of their suggestions and use it as your own.
2. If you cannot use a suggestion, explain why you can't, and express your appreciation.

If you violate either of these rules, suddenly your associates will stop telling you anything. They are not even going to respond when you ask for their input. You have closed the door they expected to be open, and they are not going to open it again.

UNWRITTEN RULES AND CUSTOMS

In most enterprises certain work customs become established over the years, and employees expect a new supervisor to observe them. They are not written down anywhere, they have just grown up, and they are treasured by workers as inviolable rights, never to be tampered with, especially by newcomers. In many kitchens, for example, a new worker is always given the grungy jobs, such as vegetable prep or cleaning shrimp. In a hotel, a new night cleaner will have to clean the lobby and the public restrooms. If the leader brings in somebody new and he or she isn't started off with the grungy jobs, that's just not right. If a new waiter is brought in and given the best station in the restaurant—the one with the best tips or the one closest to the kitchen—there's going to be a mutiny; that's just not done.

People will lay claim to the same chair day after day to eat their lunch, they will park their cars in the same place, and if you disrupt one of these things established by usage and custom, they will take it as a personal affront. You are expected to observe the established customs, and if you want to make changes, you will be wise to approach them cautiously and introduce them gradually. Another type of rule or custom, sometimes written down but more often unwritten, is the content of a job as seen by the person performing it. When people begin a new job, they quickly settle in their own minds what constitutes a day's work in that job and the obligations and expectations that go with it. If you as a leader go beyond your workers' expectations, if you ask them to do something extra or out of the ordinary, you have violated their concept of what they were hired to do and they feel you are imposing on them, taking advantage. They will resent you, and they will resent the whole idea.

Suppose that you are a dishwasher and you finish early, and the leader is so pleased that she asks you to clean the walk-in. The next day you finish early again and the boss says, "This is terrific, today we are going to clean the garbage cans." "Hey, no," you say, "I was hired to wash dishes, not to clean walk-ins and garbage cans." And you are about ready to tell her off but you think better of it; you need the job. On the third day you have only 30 people for lunch instead of your usual 300, but how long does it take you to finish the dishes? All afternoon and 30 minutes of overtime at least.

In sum, people expect the leader to observe what associates believe their jobs to be, whether they have been defined on paper by management or defined only in the associate's own minds. Rightly or wrongly, they resent being given more to do than they were hired to do, and they may refuse to do the extra work, or won't do it well, or will take overtime to do it.

One way to avoid this kind of resistance is to make clear when you hire people that you may ask them to vary their duties now and then when the work is slow or

you are shorthanded or there is an emergency. An all-purpose phrase included in each job description—“other duties as assigned”—will establish the principle. However, as a new supervisor you need to be aware of the way people perceive what you ask them to do. In our example, the worker who finishes early is rewarded with two unpleasant jobs totally unrelated to running the dish machine. There is no immediate and urgent need and no warning that the worker might be expected to fill idle time with other tasks. We have more to say about defining job content in other chapters. A clear understanding is essential to a successful relationship between associate and leader.

PERSON-TO-PERSON RELATIONSHIPS

Today’s associates expect to be treated as human beings rather than as part of the machinery of production. They want the leader to know who they are and what they do on the job and how well they are doing it. They want to be treated as individuals, and they want to feel comfortable talking to the leader, whether it is about problems on the job or about hunting and/or fishing and/or the weather and the new baby at home. They want the leader’s acceptance and approval, including tolerance for an occasional mistake or a bad day. They want recognition for a job well done. Whether they are aware of it or not, they want a sense of belonging on the job.

To your people you personify the company. They don’t know the owners, the stockholders, the general manager, and the top brass. To most hourly workers, you are the company—you are it. If they have a good working relationship with you, they will feel good about the company. If they feel good about the company, they can develop that sense of belonging there. And if they feel that they belong there, they are likely to stay.

Successful leaders develop a sensitivity to each person, to the person’s individual needs and desires and fears and anxieties as well as talent and skills. They handle each person as much as possible in the way that best fills the associates’ personal needs. If you can establish good relationships on this one-to-one level with all your workers, you can build the positive kind of work climate that is necessary for success.

Check Your Knowledge

1. Name expectations that employees often have of their leaders.
2. Why is communication between leader and employees important?



Motivation

The term *motivation* refers to what makes people tick: the needs and desires and fears and aspirations within people that make them behave as they do. Motivation is the energizer that makes people take action; it is the *why* of human behavior. In the workplace, motivation goes hand in hand with productivity. Highly motivated people usually work hard and do superior work. Poorly motivated people do what is necessary to get by without any hassles from the leader, even though they may be capable of doing more and better work. Unmotivated people usually do marginal or substandard work and often take up a good deal of the leader’s time.

Sometimes, people are motivated by resentment and anger to make trouble for the supervisor, to beat the system, or to gain power for themselves. Such motivations

Motivation

The why of behavior; the energizer that makes people behave as they do.

are at cross-purposes with the goals of the operation and have a negative effect on productivity. Motivation, as we have noted many times, is a major concern of the leader. Leadership success is measured by the performance of the department as a whole, which is made up of the performance of individuals. Each person's performance can raise or lower overall productivity and leadership success. The big question is how to motivate poor performers to realize their potential and raise their productivity, and how to keep good performers from going stale in their jobs or leaving for a better opportunity.

Actually, you cannot motivate people to do good work. Motivation comes from within. The one thing you as a leader can do is to turn it on, to activate people's own motivations. To do this you must get to know your associates and find out what they respond to. It may be the work itself. It may be the way you lead. It may be the work environment. It may be their individual goals: money, recognition, achievement, or whatever. Figure 6-1 shows the relationship of key motivators: needs, desires, fears, and aspirations.

How do you find out what will turn people on? It isn't easy. There are many theories and few answers. What motivates one person may turn someone else off completely. Everybody is different. People do the same things for different reasons and different things for the same reasons. People's needs and desires and behaviors change from day to day and sometimes from minute to minute. You can never know directly why they behave as they do, and they may not know why either, or would not tell you if they could.

In sum, motivation is a complicated business, and motivating people to do their jobs well has no one simple answer. It takes something of an experimental approach; you try to find out what each person responds to, and if one thing doesn't work, maybe the next thing will. But it need not be just a trial-and-error process. You can get quite a bit of insight into human behavior from people who have spent their lives studying the subject, and you will find much in their theories that will help you to figure out how to motivate individual associates to do their best for you.

But the one thing that you can seldom do is to develop a set of rules applying this or that theory to a certain person or particular situation on the job. For this reason we give you the various theories first. Then we spend the balance of the chapter investigating ways of motivating people by using your broadened understanding of human nature along with a mixture of theory, sensitivity, and ingenuity.



FIGURE 6-1: Needs, Desires, Fears, and Aspirations Lead to Motivation.



In the workplace, motivation goes hand in hand with productivity.



Theories of Motivation

Whether they realize it or not, everyone has a theory of how to get people to perform on the job. Several of them are familiar to you, although you may not think of them as theories.

MOTIVATION THROUGH FEAR

One of the oldest ways of motivating people to perform on the job is to use fear as the trigger for getting action. This method makes systematic use of coercion, threats, and punishment: “If you don’t do your job and do it right, you won’t get your raise.” “I’ll put you back on the night shift.” “I’ll fire you.” This approach to motivation is sometimes referred to as a “kick in the pants.” It is still used surprisingly often, with little success. Yet people who use it believe that it is the only way to get results. They are typically autocratic, high-control, authoritarian bosses with Theory X beliefs about people, and they think other theories of motivation are baloney, that you must be tough with people.

Motivation through fear seldom works for long. People who work in order to avoid punishment usually produce mediocre results at best, and fear may actually reduce the ability to perform. At the same time it arouses hostility, resentment, and the desire to get even. Absenteeism, tardiness, poor performance, and high turnover are typical under this type of supervision.

Fear will sometimes motivate people who have always been treated this way, and it can function as a last resort when all other methods have failed. But it will work only if the supervisor is perceived as being powerful enough to carry out the punishment. If the boss continually threatens punishment and never punishes, the threats have no power to motivate. In fact, not even fear works in this situation.

No one recommends motivation through fear except the people who practice it. On average, workers in the United States simply will not put up with that kind of leader unless they are desperate for a job.

CARROT-AND-STICK METHOD

A second philosophy of motivation is to combine fear with incentive reward for good performance, punishment for bad. You may recognize this as carrot-and-stick motivation: the carrot dangled in front as a promised reward, the stick hitting the worker from behind as goad and punishment. It is another high-control method, one that requires constant application. Once the reward is achieved or the punishment administered, it no longer motivates performance, and another reward must be devised or punishment threatened or applied.

In effect, the leader is pushing and pulling workers through their jobs; they themselves feel no motivation to perform well. At the same time, employees come to feel that they have a continuing right to the rewards (such as higher wages, fringe benefits), and these get built into the system without further motivating effect. Meanwhile the punishments and threats of punishment breed resentment and resistance.

ECONOMIC PERSON THEORY

A third motivation theory maintains that money is the only thing that people work for. This classical view of job motivation was known as the *economic person theory*. Frederick Taylor was perhaps its most influential advocate. Taylor developed his scientific management theories on the cornerstone of incentive pay based on amount of work done. He firmly believed that he was offering workers what they wanted most, and that the way to motivate workers to increase their productivity was to relate wages directly to the amount of work produced. What he did not know was that the employees in his plant were far more strongly motivated by their loyalty to one another. In fact, for three years they united to block every effort he made to increase output despite the extra wages that they could have earned.

There is no doubt that money has always been and still is one of the most important reasons that people work. For some people it may be the most important reason. That paycheck feeds and clothes and houses them; it can give them security, status, a feeling of personal worth. For people who have been at the poverty level, it can be the difference between being hungry and being well fed or between welfare and self-support with self-respect. For teenagers it can mean the difference between owning a car and being without transportation. For most people on their first job, whether it is an hourly job or an entry-level management job, money is often the primary motivator.

But the amount of money in the paycheck does not guarantee performance on the job. The paycheck buys people's time and enough effort to get by, but it does not buy



quality, quantity, and commitment to doing one's work well. If people work for money, does it follow that they will work better for more—the more the pay, the better the performance? There are certainly instances in which it works: the expectation of wage increases, bonuses, tips, and rewards is likely to have this outcome. But money does not motivate performance once it is paid; the incentive comes from the expectation of more to come.

Furthermore, people do not work for money alone. A number of research studies have shown that, for most people, money as a motivator on the job has less importance than achievement, recognition, responsibility, and interesting work. In sum, money is only one of the resources you have for motivating people, and it does not necessarily have a direct relationship to productivity.

HUMAN RELATIONS THEORY

The Hawthorne experiments were conducted by Elton Mayo and produced what, at the time, was considered surprising results. Researchers testing the effects on productivity of changes in working conditions came up with a baffling series of results that could not be explained in the old scientific management terms. During a prolonged series of experiments with rest periods, for example, the productivity of the small test group rose steadily whether the rest time moved up or down or was eliminated altogether. Furthermore, workers in the test group were out sick far less often than the large group of regular workers, and the test group worked without supervision. It became obvious that the change in productivity was the result of something new, not the economic factor of a paycheck or the scientific factors of working conditions or close supervision.

Mayo's conclusion was that a social factor, the sense of belonging to a work group, was responsible. Other people suggested the interested attention of the researchers, the absence of authoritarian supervision, participating in the planning and analysis of the experiments also had an effect on the outcome. Regardless, their experiments profoundly changed management thinking about human relations at work.

After the Hawthorne experiments uncovered the human factors affecting productivity, the *social person* succeeded the economic person in motivation theory. The human relations enthusiasts pushed their convictions that if people are treated as people, they will be more productive on the job. Make people feel secure, they said, treat them as individuals, make them feel they belong and have worth, develop person-to-person relationships with each one, let them participate in plans and decisions that affect them, and they will respond by giving their best to the organization. Putting this theory to work brought about higher wages, better working conditions, pension plans, paid vacations, insurance plans, and other fringe benefits, making workers happier but not necessarily more productive. The question remained: What motivates people to work?

Social man (person) theory

The idea that fulfillment of social needs is more important than money in motivating people.

MASLOW'S HIERARCHY OF NEEDS

An influential answer to this question was the motivation theory of psychologist Abraham Maslow. Human beings, he pointed out, are *wanting animals*, and they behave in ways that will satisfy their needs and wants. Their needs and desires are inexhaustible; as soon

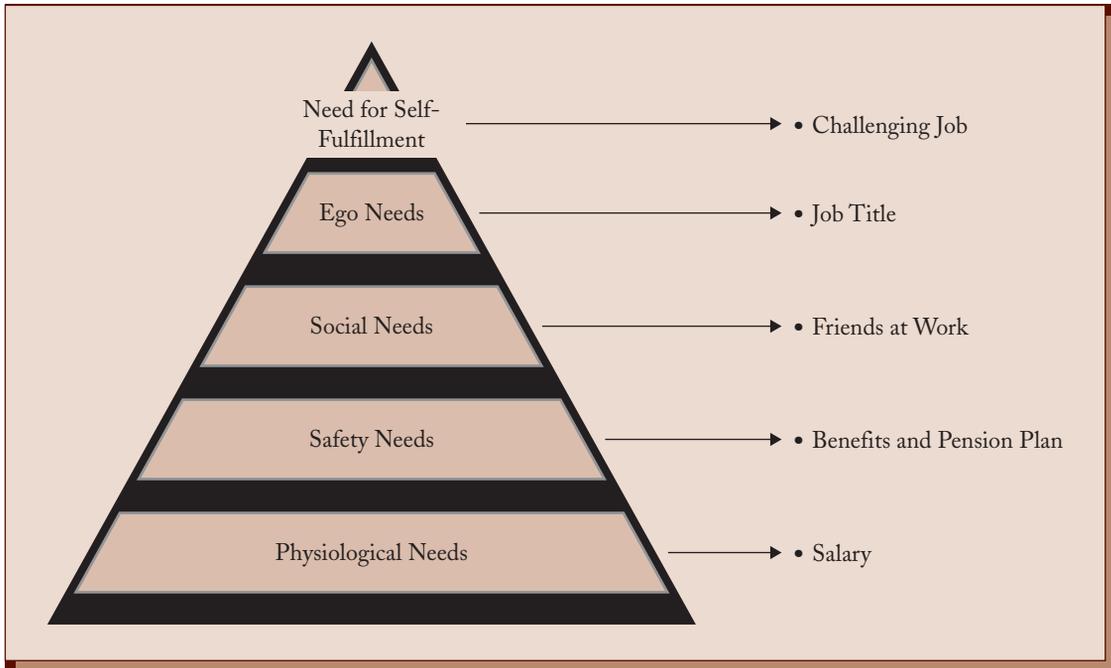


FIGURE 6-2: Relating Maslow's Hierarchy of Needs to a Work Setting.

as one need is satisfied, another appears to take its place. In *Motivation and Personality* (New York: Harper & Row, 1954), Maslow proposed a hierarchy of universal human needs representing the order in which these needs become motivators of human behavior. This *hierarchy of needs* is represented by the pyramid in Figure 6-2.

At the bottom of the pyramid are people's most basic needs—the *physiological needs* related to *survival*, such as food and water. When these needs are not being met, every effort is directed toward meeting them. People who are truly hungry cannot think of anything but food. For many hospitality employees this equates to salary or wages.

But when survival needs are being met, they no longer motivate behavior, and the next level of needs comes into play. These relate to *safety*; they include protection, security, stability, structure, order, and freedom from fear, anxiety, and chaos. For hospitality employees this equates to benefits and pension plans. As these needs in turn are more or less satisfied, *social needs* become the predominant motivators. These include the need to be with others, to belong, to have friends, to love, and be loved. For hospitality employees this means socializing at work—and we do plenty of that, don't we!

Above these three groups of needs (sometimes called *primary needs*) is a higher level of needs centered on esteem. These are sometimes referred to as ego needs. One of them is the desire for *self-esteem* or *self-respect* and for the strength, achievement, mastery, competence, confidence, independence, and freedom that provide such self-esteem. Another is the desire for the *esteem of others*: for status, fame and glory, dominance, recognition, attention, importance, dignity, appreciation. The need for esteem gives rise in some people to the need for power as a way of commanding the esteem of others.

Satisfaction of the need for self-esteem leads to feelings of self-confidence, strength, and worth. When these needs go unsatisfied, they produce feelings of inferiority, weakness, and helplessness. For hospitality employees this equates to job title and perks.

At the top of the hierarchy is the need for *self-fulfillment*, or what Maslow called *self-actualization*. This includes the need to be doing what one is best fitted for, the desire to fulfill one's own potential. For the hospitality employee this equates to a challenging job where people can always learn more.

One or another of all these personal needs or various combinations of needs is what motivates people to do what they do. If a lower need goes unsatisfied, people will spend all their time and energy trying to fill it, and they will not experience the next level of needs until the lower needs are met. When a need is satisfied it is no longer a motivator, and the next level of needs becomes the predominant motivation. Thus motivation is an unending cycle of need and satisfaction, need and satisfaction. You have a need, you look for a solution, you take action to satisfy the need, and another need appears, because human beings are wanting animals whose needs and desires are never completely satisfied. This continuing cycle explains why workers' needs evolve and change as their own situation changes.

Maslow's theory of motivation does not give you a tool you can use directly; you cannot sit down and analyze each person's needs and then know how to motivate that person. What it can do is to make you aware of how people differ in their needs and why they respond to certain things and not to others. It can help you understand why some of your associates behave as they do on the job.

Self-actualization

According to the motivational theorist Maslow, the desire to fulfill one's own potential.

THEORY Y AND MOTIVATION

Maslow's theories were the springboard for Douglas McGregor's Theory X and Theory Y, two opposing views of the way that supervisors and managers look at their workers. Theory X and Theory Y applied Maslow's theories directly to the problem of motivating workers on the job. McGregor made two particularly significant contributions with Theory Y. One was to revise the typical view of the way that people look at work: It is "as natural as play or rest" when it is satisfying a need. This is a flat reversal of the Theory X view of the worker, and it suggests a clear reason why people work willingly.

McGregor's second contribution to motivational theory was the idea that people's needs, especially their ego and self-actualization needs, can be made to operate on the job in harmony with the needs and goals of the organization. If, for example, people are given assignments in which they see the opportunity for achievement, for responsibility, for growth, for self-fulfillment, they will become committed to carrying them out. They will be self-directed and self-controlled, and external controls and the threat of punishment will be unnecessary. In other words, if you can give people work that will fill some basic need, their own motivation will take care of its performance. People will work harder and longer and better for the company if they are satisfying their own needs in the process.

HERZBERG'S MOTIVATION-HYGIENE THEORY

The work of another psychologist, Frederick Herzberg, explained why human relations methods failed to motivate performance and identified factors that truly motivate (see Figure 6-3). Herzberg found that factors associated with the job environment

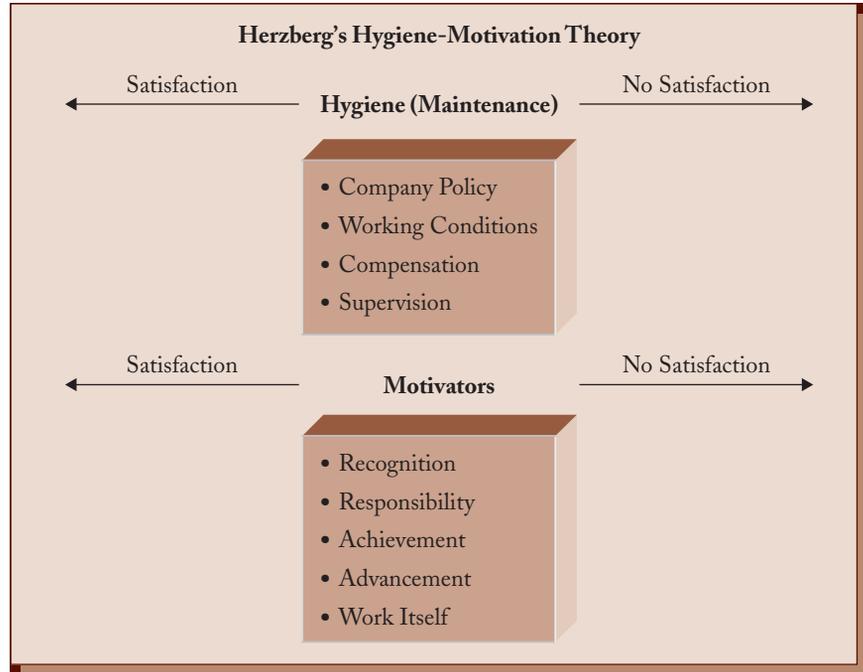


FIGURE 6-3: An adaptation of Herzberg's Hygiene-Motivation Theory, which was originally proposed by Dr. Frederick Herzberg, B. Mausner, and B. Snyderman in *The Motivation to Work* (New York: John Wiley, 1958).

Dissatisfier

A factor in a job environment that produces dissatisfaction, usually reducing motivation.

Hygiene factors

Factors in the job environment that produce job satisfaction or dissatisfaction but do not motivate performance.

Motivator

Anything that triggers a person's inner motivation to perform. In Herzberg's theory, motivators are factors within a job that provide satisfaction and that motivate a person to superior effort and performance.

(compensation, supervision, working conditions, company policy, and so on) create dissatisfaction and unhappiness on the job when they are inadequate; they become *dissatisfiers*.

But removing the causes of dissatisfaction (the human relations approach) does not create satisfaction, and it therefore does not motivate performance. Herzberg called these environmental factors *hygiene factors*. They are also commonly called *maintenance factors*. For example, if you think you are underpaid, if you don't get along with your boss, if the kitchen isn't air-conditioned—these things can reduce motivation and cause absenteeism, poor work, and less of it. They are related to motivation only in the sense that they reduce it. Such factors must be maintained at satisfying levels to avoid negative motivation. But air-conditioning the kitchen or raising wages will not make the cooks work harder once the novelty wears off. In contrast, a second group of factors provides both motivation and job satisfaction. These, Herzberg found, consist of opportunities in the job itself for achievement and growth—such factors as recognition, responsibility, achievement, advancement, the work itself. He called these factors *motivators*. If you give a cook who loves to invent new dishes a chance to develop a special menu item, you will see a motivator at work.

The answer to motivating employees, then, lies in the job itself. If it can be enriched to provide opportunity for achievement and growth, it will not only motivate the worker to perform well but will also tap unused potential and use personnel more effectively. We look at job enrichment in more detail later in the chapter.



BEHAVIOR MODIFICATION

Behavior modification, a newer method for improving performance, simply bypasses inner motivation and deals instead with behavior change. It takes off from the behaviorist's theory that *all behavior is a function of its consequences*; people behave as they do because of positive or negative consequences to them. If the consequences are positive, they will tend to repeat the behavior; if they are negative, they will tend not to.

If you want to improve performance, then, you will give *positive reinforcement* (attention, praise) whenever people do things right. You look actively for such behavior, and when you catch people doing something right, you praise them for it.

If you were going to carry out the theory literally, you would provide some form of negative consequence for undesired behavior, but in practice negative consequences (blaming, punishment) tend to have side effects such as hostility and aggressive behavior. However, you cannot ignore the undesired behavior. You can deal with it positively without threatening the person by suggesting the correct behavior in coaching fashion. "Let me show you how." But the really important side of behavior modification is positive reinforcement. It reverses the usual story of nothing but negative feedback ("The boss never notices me except when I do something wrong"), and it satisfies the need for attention with the kind of attention that builds self-worth.

The use of behavior modification has burgeoned in recent years, and it can sometimes be very effective. There have been instances where positive reinforcement has not only corrected undesired behavior but has actually increased productivity. Whatever its theoretical base, positive reinforcement can be another resource for you to try out with your people.

Behavior modification

Effecting behavioral change by providing positive reinforcement (reward, praise) for the behavior desired.

Positive reinforcement

Providing positive consequences (praise, rewards) for desired behavior.

REINFORCEMENT AND EXPECTANCY THEORY

The reinforcement theory praises and rewards employees' good behavior and undesired behavior is not reinforced. Supervisors can modify behavior by giving appropriate praise and rewards. *Positive reinforcement* should be given right after the behavior occurs. Good performance is rewarded by praise, preferably in front of other associates, and other incentives like bonuses, gifts, promotions, pay increases, and other perks can be given. *Negative reinforcement* is the withholding of praise and rewards for inferior performance.

The expectancy theory explains that employees are concerned about three important questions.¹

1. How much effort, diligence, care, etc., should I devote to my work?
2. If I perform well as a result of my effort, diligence, care, etc., will I obtain desired outcomes to satisfy my needs?
3. Does my employer provide work outcomes that satisfy my needs?

Check Your Knowledge

1. Explain what is meant by person-to-person relationships.
2. Define motivation.
3. Briefly discuss the motivation theories.
4. Define behavior modification and positive reinforcement.

With the work expectancy theory it is vital that supervisors provide the training and coaching necessary so that the associates will have the expectancy of achieving superior performance. If however, the superior performance goes unrewarded or even if the reward does not match up to the associates'

expectations, then dissatisfaction will result. It is important to realize that not all employees want the same reward. The best approach is to find out what will motivate them and offer a selection of rewards.



Applying Theory to Reality: Limiting Factors

Now, what can you do with all this theory? There is a great deal in it that you can put to work if you can adapt it to your particular situation and to your individual workers. There are also circumstances that limit how far you can go. One limiting factor that immediately comes to mind is the *nature of many jobs* in the hospitality industry. They are dull, unchallenging, repetitive, and boring. On the surface at least there does not seem to be much you can do to motivate the pot washer, the security guard, the cleanup crew, the makers of the beds, and the changers of the light bulbs to keep them working up to standard and to keep them from leaving for another job.

Even among the less routine jobs there is little you can change to make the work itself more interesting and challenging. The great majority of jobs are made up of things that must be done in the same way day after day. At the same time, many jobs depend to some extent on factors beyond your control: What people do each day and how much they do varies according to customer demand. Unless your workers happen to find this interesting and challenging (and some people do), it is difficult to structure such jobs to motivate people. But the situation is not hopeless. Later in the chapter we will see what creative management can do for even the dullest jobs.



Positive reinforcements can encourage associates to improve their performance.



A second limiting factor is *company policy, administration, and management philosophy*. Everything you do must be in harmony with company goals (customer-oriented and cost-effective) and must meet company rules and regulations. Furthermore, you do not control wage rates, fringe benefits, promotion policies, controls, and other companywide systems and practices. If jobs are totally standardized by scientific management methods, you cannot tamper with job content and method at all unless you go through proper channels and procedures established by the company.

The style of leadership characteristic of the organization will greatly influence what you can and cannot do. If the philosophy of management is authoritarian and high-control, you will have a hard time practicing another approach. In particular, your relationship with your own boss and your boss's management style will influence the nature and scope of what you can do to motivate your people.

A third factor, closely related to the second, is the *extent of your responsibility, authority, and resources*. You cannot exceed the limits of your own job. You may be limited in your authority to spend money, to make changes in job duties, and so on. Remember, too, that your boss is responsible and accountable for your results, and this goes all the way up the chain of command. If you are going to innovate extensively, you will need the blessing of your superiors. But maybe you can get it!

Another limiting factor is the *kinds of people who work for you*. If they are only working there "until," the job does not really motivate them; they are just putting in time. They do not put forth their energy and enthusiasm because work is not the central interest in their lives. They have something going on outside—family, studies—that takes care of most of their personal needs and interests, and they don't want to work any harder than they have to.

The large numbers of workers who are dependent personalities often pose a motivation problem—they want you to tell them what to do at every turn, until they sometimes seem like millstones around your neck. How do you shake them loose and put them on their own?

The *constant pressures* of the typical day in the life of the hospitality manager tend to fix attention on the immediate problems and the work itself. It is all too easy to become work-oriented rather than people-oriented, especially if you have been an hourly worker and are more at home managing work than managing people. This is a limitation that managers can deliberately strive to overcome once they see how motivating people can help to accomplish the work better.

Another limitation is *time*. You probably think your day is already too full, and it may well be. It takes time to get to know your people. It takes time to figure out ways of changing things that will make people more motivated. It takes a lot of time to get changes through channels if that is necessary. It takes time to get people used to changes in their jobs, and it usually takes time before you begin to see results. But the effective manager will make the time and will gain time in the end by making more effective use of people.

There are limitations in the theories themselves when it comes to applying them. The primary one is that there is no law of motivation or set of laws that you can apply as you can apply scientific or mathematical formulas. This, of course, is true of everything having to do with human beings. Everyone is different, and their needs and

PROFILE Bob Haber, Director of Human Resources Grand Hyatt Tampa Bay



Early in my management career, I quickly realized how important it was to be able to motivate people and how this motivation would lead to the success of my department or the operation I was responsible for. I found this

to be true no matter what type of profession or business I was in.

As a human resources professional, I believe that one of my most important responsibilities is to maintain and develop a motivated workforce. Associates who are motivated to perform are key to the successful operation of any business or company. This is especially true in the hospitality business. After all, true hospitality requires associates to perform in a genuine, caring manner that is perceived by the guest as

such. This genuine approach is largely derived from an associate's desire to want to be hospitable or enjoy what they do. So, how do you get associates to enjoy their work? One important part is the way you motivate or lead them in the workplace. While everyone has different wants and needs to be motivated, there are several things you can do as a leader to motivate your associates to perform to their fullest.

Associates should be “bought in” to what you want the end result to be. They have to see what's in it for the company and them. Understanding the “why” of what is expected of them is important. People rarely perform well for no reason. Being part of the process requires their understanding of the desired end result and why it is important. Because of this, leaders must engage their associates. They have to communicate openly and directly. They have to give information freely and accept it from their associates. This is especially

desires and behavior respond in a kaleidoscope of change triggered by anything and everything—other people, the environment, the task, their memories, their expectations, *your* expectations, and what they ate for breakfast.

The theories themselves change. New experiments shed new light. The enthusiasms of the past give way to the fads of the future.

Who has the answers? What works? You have to translate the findings of others in terms of your individual workers and the jobs you supervise. These are judgments you make; there are no sure-fire answers. But there is plenty of guidance along the way.

Building a Positive Work Climate

A positive work climate is one in which employees can and will work productively, in which they can do their best work and achieve their highest potential in their jobs. Meeting employee expectations and needs is one way to create a positive work climate. Before we take a look at others, let's discuss a similar concept: morale. *Morale* is a group spirit with respect to getting the job done. It can run the gamut from enthusiasm, confidence, cheerfulness, and dedication to discouragement, pessimism, indifference, and

Do You Know?

What seven things can a leader do to create a positive work climate?





(continued)

true with today's younger workforce who will not perform with the "because I said so" approach. In order to motivate associates, leaders must both communicate needed information regularly and listen to feedback on an ongoing basis.

The environment you provide as a leader is also a key part of an associate's motivation. Having someone who enjoys what they do and the surroundings they do it in will help maximize their contributions. I don't mean the physical surroundings, rather the environment they are provided through dignity and respect. Treating associates with respect greatly adds to their emotional or mental well-being, and as a result will help them be more productive for you and the company. You must also insure that this mutual respect is shown from co-worker to co-worker. Get to know your associates and provide them with a comfortable workplace that makes them feel good and want to come to work each day.

Making it rewarding to work hard and perform will also add a lot of value to your motivation techniques. Both formal and informal praise on an ongoing basis

are crucial. Associates want to know they are doing good, and on the other hand, what it takes to be good. There are many long-term or formal types of recognition that will help motivate your associates. While this is important, positive reinforcement and praise that is timelier will motivate continued performance and behavior like no other. This on-the-spot reward will best relate the performance with your desired outcome and motivate for continued good performance. Praise often and be genuine! Say thank you when a job is well done. Provide ongoing coaching when associates don't quite perform as expected. Give them the tools and opportunity to succeed through their own efforts. As I said, associates want to know what it takes to be good.

I like to measure our motivation efforts by seeing how much associates will rally around you and the company when the "going gets tough." How difficult it is to get someone to perform out of their normal routine, or to take on an unusually difficult task. This can be an excellent indicator of how well motivated they really are. In any case, proper motivation will only lead to good things and help maximize your associate's contributions.

gloom. It is made up of individual attitudes toward the work that pass quickly from one person to another until you have a group mood that everyone shares. It may change from moment to moment. You see it when it is very high and you notice it when it is very low; and if it is average, nobody says anything about it.

When people are unhappy in their jobs, they just plain don't feel good at work. They feel exhausted, they get sick easily and miss a lot of days, and eventually, they give up because the job is not worth the stress and unhappiness. In an industry where many people are working "until" and do not have a sense of belonging, these kinds of feelings and behavior are contagious and morale becomes a big problem. Absenteeism, low-quality work, and high employee turnover multiply production problems and cost money. It probably costs at least \$1,000 every time you have to replace a busperson.

High morale has just the opposite effects and is the best thing that can happen in an enterprise. Napoleon claimed that 75 percent of his success on the battlefield was due to the high morale of his troops. To build a positive work climate, you need to focus on these three areas: the individual, the job, and the supervisor. Figure 6-4 lists 20 ways to build a positive work climate. Let's look at some of the most important ways that you can make work enjoyable.

Morale

Group spirit with respect to getting a job done.

1. Write effective vision, mission, and goals statements and ensure everyone knows them
2. Actively listen to your employees
3. Give a hand to your employees when appropriate
4. Treat employees fairly and consistently
5. Keep your employees informed
6. Involve and empower your employees
7. Use up-to-date and accurate job descriptions
8. Orient, train, and coach your employees
9. Formally evaluate employee performance at least twice yearly
10. Praise and reward your employees
11. Pay for performance
12. Institute a profit-sharing or other gain-sharing program for employees
13. Let your employees make as many of their own decisions as possible
14. Cross-train employees, rotate their positions, and have a career ladder and promote from within
15. Be able to perform the job you supervise
16. Manage your time
17. Be a good role model
18. Establish competitive and equitable pay rates
19. Offer a competitive benefit package suited to your employees
20. Provide a pleasant, safe, and clean work environment

FIGURE 6-4: Twenty Ways to Build a Positive Work Climate.

Source: Jay R. Schrock



Focus: The Individual

The starting point is your individual workers—one by one. The idea that everybody works for some one thing, like money, is no longer credible. Everybody is glad to have the paycheck, but whether they are willing to work hard for that money or for something else or for anything at all is what you want to determine. Because everybody is different, you are going to need an individual strategy of motivation for each person—not a formal program, just a special way of dealing with each one that brings out their best efforts and offers them the greatest personal satisfaction.

Getting to know your people takes an indirect approach. People are not going to open up to the boss if you sit down with them at the coffee break and ask them questions about what they want from their jobs. They will tell you what they think you want to hear, and they will probably feel uncomfortable about being quizzed. You may have hired them for one reason, but they probably come to work for altogether different reasons, which they may think is none of your business. They have taken the job as a vehicle for getting where or what they want, but that is a hidden agenda. For some people it is money, for some it is pride, for some it is status, for some it is something to do “until.” If you can find out what kind of satisfactions they are looking for, it will help you to motivate them.



High morale helps keep employee turnover low. At this hotel the employee turnover rate is 23 percent per year.

You can learn about them best by observing them. How do they go about their work? How do they react to you, to other workers, to customers? What questions do they ask, or do they ask any? How do they move—quickly, slowly, freely, stiffly? How do they look as they speak or listen? Notice their gestures and facial expressions. What makes them light up? What makes them clam up? Pay special attention to what they tell you about themselves in casual conversation. This may be an entirely new approach for you, but people-watching is really quite interesting, and you can quickly become good at spotting clues.

Clues to what? Needs and desires, discontents and aspirations. Frustrations, drive, and achievement. Ability and performance, too, and whether performance is up to par for that job and whether this person has abilities the job does not call on. But primarily needs, desires, and responses, because these are the motivators you want to channel into high performance that will satisfy both you and them.

Observing your people has a purely practical purpose. You are not going to try to psychoanalyze them, probe for hidden motives, delve into what really makes them tick. You can't. That takes years of training you don't have, and a great deal of time you don't have either. Furthermore, you shouldn't.

If you are wrong in your amateur analysis, your employees will consider you unjust, and if you are right, they will feel vulnerable—you know them too well. Either

way it is going to interfere with motivation rather than improve it. Your approach, in contrast, should be practical, pragmatic, and experimental; you could even call it superficial. You observe your people and get ideas of what you might do to motivate this or that person to perform better for you as well as get more personal satisfaction from the work. You try out an idea, and if this person does not respond, you try something else. What they respond to is what is important and what you have to work with. The personal whys—the inner needs—are simply clues that you sometimes use to reach the what-to-do.



Motivational Methods

Question: I'm a first-time supervisor and the youngest in the department. With 10 senior guys around me, how do I secure and maintain their trust as their boss?—Iron Rose.

Answer: Put not your trust in people, but put your people in trust, if that's what you mean. Really, if your subordinates don't trust you, then you won't be able to get their full cooperation.² Mr. Elbo adds that the problem is you just don't earn the trust of people overnight. It requires a long process on your part, along with a considerable amount of time and energy. Therefore the best approaches are:³

First, empower the workers. Give them the chance to participate in problem-solving and decision-making processes, whenever possible.

Second, share vital information. If they know that you trust them with sensitive information, they could easily reciprocate by performing better in their jobs.

Third, work objectively with everyone. Don't play favorites. People have different personalities, but just the same, they should be given equal treatment as this promotes teamwork.

Fourth, be a decisive boss. Avoid being wishy-washy. If you don't have a ready answer, then be honest, and promise to immediately return to the concerned worker with the right answer or decision.

Fifth, show appreciation for people's good deeds as soon as they become apparent. Don't drag your feet. But be specific by citing what you appreciate.

Sixth, maintain a two-way, personal, and eyeball-to-eyeball communication with everyone on a regular basis. Even with technology around us, there is still no substitute for having an active dialogue with people.

Seventh, be polite, no matter the amount of pressures that you are carrying.

LEADING ENERGY

The major challenge facing leaders and human resources professionals over the next 20 years will be leading human energy. The challenge of energy management, though, is not just an individual endeavor; it extends to organizations—big time. Many people, if not most people, seldom bring their best efforts to work; they seem to save them for evenings and weekends. If you ask managers, “Of all the people you have met in your career, what percentage of them are fully engaged at work?” most say, “Less than 10 percent.”⁴ The authors, James G. Clawson and Douglas S. Newburg comment that “One does not need nationwide polls or leadership seminar participants’ opinions to



observe this phenomenon; virtually every working establishment is full of people going through the motions.” The authors add: “How many times in your career has your manager/supervisor asked you how you want to feel today.” Most HR professionals and leaders *assume* that professionals will do what they have to do and not let their feelings get in the way. And that is the problem—feelings affect our performance—plain and simple!⁵ Sadly, this is true and presents a challenge to human resources professionals and supervisors.

The dilemma in motivating associates is knowing when the effect of goals becomes demotivating. For example, a company was having a motivational retreat when a senior vice president came to give a “pep talk.” The vice president got up and said, “Our stock value is currently \$95 and if it’s not up to \$125 by December 31, the CEO and I will not be getting our bonuses, so you need to get your rears in gear!”⁶ Imagine how the associates felt. But we also need to realize that similar examples happen all the time: If a company gets a 10 percent increase in sales one year—yes, you guessed—it wants 12 percent the next, and you’ve just worked your butt off and now they want more! People have energy, and good leaders channel this energy in positive ways to accomplish organizational goals.

DEALING WITH SECURITY NEEDS

It is relatively easy to spot people with high security needs. They look and act anxious, uncertain, and tentative. They may be among those who ask you how to do everything, or they may be too scared even to ask. Fear and anxiety are demotivators; they reduce motivation. When security needs are not satisfied, people cannot function well at all; in fact, these people are among those who leave during the first few days on the job.

Here is where Maslow’s theories come in handy. If you see that someone has a need for security and you can help that person satisfy that need, you ease that person along to a higher motivational level. To satisfy these needs, you do all the things that we have been recommending in earlier chapters. You tell them what to do and how to do it; you tell them exactly what you expect. You train them. All these things provide a reassuring structure to the work that protects them from the uncertainties of working. It reduces their mistakes and builds their motivation and confidence.

You let them know where they stand at all times. You support them with coaching and feedback and encouragement. You give them positive reinforcement for things they do right, and you retrain them to help them correct their mistakes. You do not solve their problems, you do not cuddle and coddle, you help *them* to do their jobs *themselves*.

You keep on making positive comments about their work even when they are fully trained and you are satisfied with their performance. It is natural for a supervisor to stop paying attention to a worker once things are going well, but even a short absence of approving comments can trigger doubt and uncertainty again in workers who are insecure. Recognition, even if it is only a big smile and a passing “Hey, keep up the good work!” is an affirmation that life on the job is, after all, not uncertain and threatening. Above all, you must avoid any use of fear as a motivator. This is the last thing that these people need.

Evaluate their work frequently, and give praise for things done right, especially for improvement of any sort. Use improvement to build confidence: Accentuate the achievement and the potential—“See how far you have come; see where you can go from here.” Show them that you expect them to do well. Your confidence will give them confidence. And if you can build confidence, you may eventually activate self-motivation and aspiration. Satisfaction of primary needs allows these higher-level needs to emerge.

DEALING WITH SOCIAL NEEDS

Everybody has social needs (Maslow again). You may not think of work as being a place to satisfy them, but it often is. For many people a job fills the need to be with others, the need to be accepted, the need to belong. These are powerful needs. Often they will fall into Herzberg’s category of hygiene factors: They cause dissatisfaction when they are unsatisfied, but they do not motivate when satisfied. But for some people they can be motivators, too.

For example, consider the homemaker who gets a job because she wants to talk to people who are more than three feet tall. If you hire her as a cashier or a switchboard operator, she probably won’t be very good at it because this is not what she came to work for. But if you make her a desk clerk or a server or a sales rep where she can talk to people all day long, she could easily become a higher achiever.

Whether or not social needs can be turned into motivators, it is useful when people find such needs being satisfied on the job, both in terms of their individual development and in terms of the general work climate. People whose social needs are unmet may just not work very well, or they may even provoke trouble and conflict.

What can you do to help meet people’s social needs? There are two specific needs you can work on, and it takes hardly any of your time. One is the *need for acceptance*. We have talked about this before: You build a person-to-person relationship and you treat each person as a unique individual who has dignity and worth. You respect their idiosyncrasies (unless they interfere with the work): you speak softly to Peter because that is what Peter responds to. You scream and yell at Paul because that is your unique way of relating to Paul and you both know it, and Paul will think he doesn’t matter to you anymore if you treat him any other way.

You deal with each person differently, but you treat each according to the same standards, whether she is good-looking or plain, whether his mother is on welfare or owns the biggest bank in town. Each one is a person who has value, has worth, and you treat them all that way.

You also make it clear that you value each person’s work and that it is important to the organization no matter how menial it is. The well-made bed, the properly washed salad greens, the sparkling-clean restroom all please customers; the crooked bedspread, the gritty salad, the empty tissue holder send customers away. This attention to detail can be as important to the success of the hotel or restaurant as the expertise of the sommelier or the masterpieces of the chef. You can make people feel that they are an essential part of the entire organization, that you need them, that they belong there. A sense of belonging may be your most powerful ally in the long run—and it helps the long run to happen.

This *need to belong* is the other social need that you can do a lot to satisfy. Things you should be doing anyway help to satisfy this need, such as making people feel comfortable in their jobs by training them, coaching them, telling them where they stand, evaluating their work frequently. Open communications also encourage belonging; people feel free to come to you with suggestions or problems. Keeping people informed about changes that affect them is a way of including them in what is going on—and if you leave anybody out you reduce that person to a nobody. You can also include people in discussions about the work, inviting their ideas, feelings, and reactions. If you can build a spirit of teamwork, that, too, will foster a sense of belonging.

One's peer group also nurtures belonging. You need to be aware of social relationships among your workers and to realize that these relationships are just as important as their relationship with you, and sometimes more so. Often, peer pressure is more influential than the boss is. You need to have the group on your side—if it ever comes to taking sides—and that is best done through good relationships with each person. These people work under you, and they look at you as their boss. They expect you to be friendly and to sit down with them if they invite you, but they do not expect you to be one of the gang. In fact, your uninvited presence for more than a moment or two may act as a constraint to their socializing.

Groups and group socialization are a normal part of the job scene. Often, groups break into cliques, with different interests and sometimes rivalries. You should not try to prevent the formation of groups and cliques. But if competition between cliques begins to disrupt the work, you will have to intervene. You cannot let employee competition interfere with the work climate.



Rewarding associates contributes to a positive work climate.

Courtesy of Wyndham Hotels Group.

REWARDING YOUR EMPLOYEES

Incentive pay, bonuses, and various kinds of nonmonetary rewards can be very effective motivators if they activate people's needs and desires or are related to their reason for working. One of the problems, of course, is that what motivates one person leaves another indifferent, yet to treat people fairly you have to have rewards of equal value for equal performance.

These methods of triggering motivation begin with the carrot principle of dangling a reward for good performance. When people need or want the reward, they will work hard in expectation of getting it. If they do not want the carrot, it has no effect.

Once the reward is achieved, the cycle must start again: The desire must be activated by the *expectation of reward*, as Herzberg points out. No expectation, no achievement, and performance slumps back to a nonreward level unless people begin to derive satisfaction from the achievement itself. However, there is no doubt that rewards are useful motivators. In many jobs the boring repetition of meaningless tasks precludes a sense of achievement that is fulfilling, and rewards may be the only resource you have for motivating.

The entire system of rewards, both monetary and otherwise, must be worked out with care, not only for getting the maximum motivation but also for fairness in the eyes of the employees. The performance required to achieve the reward must be spelled out carefully, and the goal must be within reach of everyone. People must know ahead of time what the rewards are and must perceive them as fair or they will cause more dissatisfaction than motivation.

How do you make rewards into effective motivators if people's needs and desires are so different? Somebody with eight children to feed might work very hard for a money reward or the chance to work more overtime. Another person might outdo himself for an extra day of paid vacation. Still another would do almost anything for a reserved space in the parking lot right near the door with her name on it in great big letters. Such rewards might be suitable prizes in an employee contest, with the winner being allowed to choose from among them.

You might get people involved by letting them suggest rewards (keeping the final decision to yourself or letting the team decide—within limits). Any involvement increases the likelihood of sparking real motivation. Actually, any reward can be more than a carrot. It can be a recognition of achievement, of value, of worth to the company. It can build pride; it can generate self-esteem. It can also be a goal. Once employees earn a reward, if it gives them satisfaction, they will probably go for it again. Then you have activated motivation from within, with commitment to a person's own goal. And that, in miniature, is what successful on-the-job motivation is all about—fulfilling individual goals and company goals in the same process. The more both the employee's and the company's goals overlap, motivation is increased.

DEVELOPING YOUR EMPLOYEES

Another way of maintaining a positive work climate is to help your people to become better at their jobs and to develop their potential. This may be one of the most critical things you do. A large percentage of the people in foodservice and hospitality enterprises are underemployed, and as managers we really do not utilize the skills and abilities of the



people who work for us as fully as we could. Your goal should be to make all your people as competent as you can, because it makes your job easier, it makes you look better to your superiors, and it is good for your people.

You can develop your beginning workers through training, feedback, encouragement, and support, as well as by providing the right equipment and generally facilitating their work. By the way you deal with them, you can also give them a feeling of importance to the operation, a sense of their own worth, and a feeling of achievement and growth. Concrete recognition of improvement, whether it is an award, a reward, or merely a word of praise, can add to the pride of achievement.

If you have people with high potential, you should do all these things and more. You should try to develop their skills, utilize any talents you see, challenge them by asking for their input on the work, give them responsibilities, and open doors to advancement to the extent that you can. One thing is certain: If you have trained someone to take your place, it will be a lot easier for your company to promote you. But if none of your subordinates can fill your job, the company is less likely to move you up because it needs you where you are.

Developing your people also helps morale. It gives people that sense of moving forward that keeps them from going stale, marking time, moving on a treadmill. It is also important to your acceptance as a leader to have people feel that you are helping them to help themselves.

You develop employees by involving them. Employees who are asked to influence what happens at work tend to develop a sense of ownership; this feeling of ownership breeds commitment. Employees can become effectively involved in many managerial activities, such as evaluating work methods, identifying problems, proposing suggestions, and deciding on a course of action. Employees can tell you better than anyone else how their own jobs should be done.

For instance, McGuffey's Restaurants, a dinner-house chain based in North Carolina, asks for employee input on ways to improve service and also asks employees to elect representatives to an associate board at which employees concerns will be addressed. In some cases, when you involve employees, you are actually empowering them. Empowering employees means giving them additional responsibility and authority to do their jobs. Instead of employees feeling responsible for merely doing what they are told, they are given greater control over decisions about work. For example, in some restaurants, servers are empowered, or given the authority, to resolve guest complaints without management intervention. A server may decide, in response to a guest complaint, not to charge the customer for a menu item that was not satisfactory.

At McGuffey's Restaurants, the company gives employees their own business cards, which they can use to invite potential customers in for free food or beverages. The company even lets employees run the restaurants two days a year, during which they can change the menu and make other changes.

Following are some guidelines for *empowering* your employees:

- Give employees your trust and respect, two essential ingredients for empowerment of employees.
- Determine exactly what you want employees to be empowered to do.
- Train employees in those new areas. Be clear as to what you want them to do.

- Create an environment in which exceptions to rules, particularly when they involve customer satisfaction, are permissible.
- Allow employees to make mistakes without being criticized or punished. Instead, view these times as opportunities to educate your employees.
- Reward empowered employees who take risks, make good decisions, and take ownership.

Finally, you should also continue to develop yourself. Chances are that you won't have much time for reading and studying, but you should keep pace with what is going on in other parts of your company and in the industry as a whole—read trade publications and attend trade association meetings. You can also watch yourself as you practice your profession, evaluating your own progress and learning from your mistakes. Make a habit of thinking back on the decisions you have made. What would have happened if you had done something differently? Can you do it better next time?



Focus: The Job—Providing an Attractive Job Environment

The employee's job environment includes not only the physical environment and working conditions but the other employees, the hours, rate of pay, benefits, and company policies and administration. You may recognize these as *hygiene* or *maintenance factors*.

As Herzberg pointed out, such job factors do not motivate. But any of them can cause dissatisfaction and demotivation, which can interfere with productivity and increase turnover. So it behooves the leader to remove as many dissatisfiers as possible. To the extent that you have control, you can provide good physical working conditions: satisfactory equipment in good working order; adequate heating, cooling, and lighting; comfortable employee lounges; plenty of parking; and so on. You can see that working hours and schedules meet employees' needs as closely as possible. If you have anything to say about it, you can see that wages and benefits are as good as those of your competitors or better, so that your people will not be lured away by a better deal than you can give.

There is not much that you can do about company policy and administration if it is rigid and high-control, except to work within its limits, stick up for your people, and do things your own way within your sphere of authority. We will assume that the management philosophy is not based on fear and punishment or you would not be there yourself.

PUTTING THE RIGHT PERSON IN THE RIGHT JOB

If you get to know your associates, you are in a good position to figure out what jobs are right for what people. People with high security needs may do very well in routine jobs: Once they have mastered the routine they will have the satisfaction and security of doing it well. Putting them in a server's job would be a disaster. Putting people-oriented associates in routine behind-the-scenes jobs might be a disaster, too.

Many cooks enjoy preparing good things for people to eat. Even when they must follow other people's standardized recipes, there is the satisfaction of being able to tell exactly when a steak is medium rare, of making a perfect omelet, of arranging a beautiful

buffet platter. Bartenders often enjoy putting on a show of their pouring prowess. These people are in the right jobs.

Pride in one's work can be a powerful motivator. Some people get a great sense of achievement from tearing into a room left in chaos by guests and putting it in order again, leaving it clean and inviting for the next guest. They, too, are in the right jobs. The professional dishwasher we have mentioned several times obviously took great pride in his work and wore his occupation as a badge of honor. He belonged in his job, and it belonged to him, and in a curious way it probably satisfied all levels of needs for him.

MAKING THE JOB INTERESTING AND CHALLENGING

People do their best work when something about the work involves their interest and stimulates their desire to do it well. People who like what they are doing work hard at it of their own accord. People who don't like their jobs drag their heels, watch the clock, do as little as they can get by with, and are called lazy by the boss.

Different things about the work turn different people on. Some are stimulated by working with guests: They get a kick out of making them welcome, serving them well, pleasing them, amusing them, turning an irate guest into a fan by helping to solve a problem. Some people are miserable dealing with guests and enjoy a nice routine job with no people hassles where they can put their accuracy and skill to work straightening out messy records and putting things in order. Some people like jobs where there is always some new problem to solve; others hate problems and like to exercise their special skills and turn out products they are proud of.



Making the job interesting and challenging is a key part of a supervisor's job.

What these people all have in common is that something about the content of their job both stimulates and satisfies them. Stated in theoretical terms, it satisfies their higher needs, those related to self-esteem and self-fulfillment. Specifically, people work hard at jobs that give them opportunity for achievement, for responsibility, for growth and advancement, for doing work they enjoy doing for its own sake.

There are two ideas here that you as a leader can use in motivating your people. One is to put people in jobs that are right for them as just discussed. The other is to enrich people's jobs to include more of the motivating elements. Of course, there are limits to what you can do, but the more you can move in this direction, the more likely you are to create a positive work climate and motivate associates.

Workers who are bored are underemployed: The job does not make use of their talents, their education, and their abilities. They are only there “until”—until they find a more interesting and challenging job. Not only will you have to train their replacements sooner or later, but you are not making use of abilities right now that could contribute a great deal to your department and to the entire organization. Furthermore, as we said in Chapter 1, supervisors have an obligation to develop their people.

You cannot move associates into better jobs unless jobs are available, but you can look for ways to enrich their present jobs by building some motivators into them. This does not mean asking them to take on additional, but similar, tasks—this is called *job loading*. *Job enrichment* means shifting the way things are done so as to provide more responsibility for one's own work and more opportunity for achievement, for recognition, for learning, for growth.

Job loading

Adding more work to a job without increasing interest, challenge, or reward.

You might start by giving people more responsibility for their own work. Relax your control; stop watching every move they make. Let them try out their own methods of achieving results as long as they do not run counter to the standards and procedures that are an essential part of the job. In other words, decrease controls and increase accountability. This must all be discussed between you, and there must be a clear understanding, as in any delegation agreement.

From there you can experiment with other forms of job enrichment. You can delegate some of your own tasks. You can rearrange the work in the jobs you are enriching to add more authority and responsibility for the workers. You can give new and challenging assignments. You can assign special tasks that require imagination and develop skills.

If, for example, you find that you have creative people in routine kitchen jobs, let them try planning new plate layouts or garnishes. If someone who majored in English is working as a payroll clerk, let her try her hand at writing menu fliers or notices for the employee bulletin board or stories for the company magazine. Look for people's hidden talents and secret ambitions and use them, and keep in mind reporting them when more suitable jobs are available.

Another idea that is being tried out in a number of industries is replacing the assembly-line method of dividing the work into minute, repetitious parts by giving a worker or group of workers responsibility for an entire unit of work or complete product, including quality control. Is there a way of avoiding assembly-line sandwich making that would give each worker or a group of workers complete responsibility for one kind of sandwich, letting them work out the most efficient method? Could you give a cleaning team responsibility for making up an entire corridor of rooms, dividing the tasks as they see fit?

There are many jobs in which the work is going to be dull no matter what you do. But even in these a shift in responsibility and point of view can work near miracles. A concerted program of job enrichment for cleaning and janitorial services carried out at Texas Instruments is an example of what can be done with routine low-skill tasks. These services were revamped to give everyone a role in the planning and control of their work, although the work itself remained the same. Extensive training embodying Theory Y principles was given to supervisors and working foremen, while worker training included orientation in company goals and philosophy and their part in the overall operation. A team-oriented, goal-oriented, problem-solving approach encouraged worker participation in reorganizing, simplifying, and expediting the work.

Increased responsibility, participation, and pride of achievement generated high commitment as well as better ways of doing the work. In the first year's trial the cleanliness level improved from 65 percent to 85 percent, the number of people required dropped from 120 to 71, and the quarterly turnover rate dropped from 100 percent to 9.8 percent. The annual savings to the company was a six-figure total. The average educational level of these workers was fourth or fifth grade, proving that Theory Y management is applicable all up and down the scale. A major program such as this takes a long time to develop and implement and is out of the reach of the first-time supervisor working alone. But it shows what can be done when dedicated leadership and enlightened company policies activate employee motivation.

Any job enrichment effort is likely to produce a drop in productivity at first as workers get used to changes and new responsibilities. It takes a coaching approach to begin with and a lot of support from the boss. It is also essential to initiate changes slowly and to plan them with care. Too much responsibility and freedom too soon may be more than some associates can handle, either out of inexperience or because of the insecurities involved. Again, it is a situation in which your own sensitivity to your workers is a key ingredient.



Focus: The Leader

Ultimately, it is the leader who holds the keys to a positive work climate. It is not only the steps she or he takes, the things she/he does to spark motivation; it is the way that leaders themselves approach their own tasks and responsibilities—their own performance of their own jobs. If they themselves are highly motivated and enthusiastic about their work, their people are likely to be motivated, too. If they have high expectations of themselves and their people, and if they believe in themselves and their people, the people will generally come through for them. It is motivation by contagion, by expectation, by example.

In some operations the manager conveys a sense of excitement, a feeling that *anything is possible, so let's go for it!* You find it sometimes in the individual entrepreneur or the manager of a new unit in a larger company. If the manager is up, the people are up, too, and it is an exciting place to work. It is not unusual for people who have worked for such managers to end up as entrepreneurs themselves, putting their own excitement to work in an enterprise of their own.

Tony's Restaurant in St. Louis is a case in point. Owner Vincent Bommarito's enthusiasm, high standards, and involvement with employee development and performance, coupled with an anything-is-possible approach, have spawned at least 20 restaurants owned and operated by former employees. Of course, there are the added incentives of ownership in such cases, but it really begins with the excitement and enthusiasm of the original restaurant experience.

At the opposite extreme, leaders who are not happy in their jobs, who are not themselves motivated, will have unmotivated associates who are faithful reflections of themselves—management by example again. You cannot motivate others successfully if you are not motivated yourself. And if you are not, you need a change of attitude or a change of job.

If you give 75 percent of your effort to your job, your people will give 25 to 50 percent. If you put forth a 100-percent effort, your people will give you 110 percent. If you expect the best of people, they will give you their best. If you expect poor performance, poor performance is what you will get. If you tell people they can do a certain thing and they believe in you, they can do it and they will. If you tell them it is beyond their ability, they won't even try. This contagious kind of motivation can run back and forth between supervisor and workers; they can motivate you if you will let them. If you have good relationships with your people, they can spark your interest with new ideas about the work. They can help you solve problems. Their enthusiasm for the work will sustain your own motivation in the face of setbacks and disappointments. When a “we” attitude prevails, it builds belonging, involvement, and commitment.

SETTING A GOOD EXAMPLE

Whether you are aware of it or not, you set an example for your workers; they are going to copy what you do. The psychologist's term for this is *role model*. If you expect the best work from your people, you've got to give your best work to your job. If you give 100 percent of your time and effort and enthusiasm, chances are that your workers will give you 110 percent. But if they see you giving about 75 percent and hear you groaning about your problems, they will give you only 25 to 50 percent of their effort. So if you want a fair day's work from your people, give a fair day's work to them: *management by example*, it is sometimes called.

Giving your best means keeping your best side out all the time. Everybody has a good side and a bad side, and most of us are vulnerable to a certain few things that can turn that bad side out and cause us to lose our cool. This is disastrous when you are a role model, particularly if you are supervising people who deal with customers. If you lose your temper with a group of workers and shout at them, they are going to carry the echo of your voice and the feelings it arouses in them right into the hotel lobby or the dining room or the hospital floor. They are going to be impatient and hostile and heedless of the guests' needs. And there goes the training you have given them in guest relations.

Your good side is as influential as your bad side. If you want your people to treat guests courteously and serve them well, treat your associates courteously and well. If bad moods are contagious, so are good moods. Enthusiasm is contagious. If you would like your associates to enjoy their work, be enthusiastic yourself. Is that a big order?

Management by example

Managing people at work by setting a good example—by giving 100 percent of your time, effort, and enthusiasm to your own job.

Sometimes. But if you can do it, it works. Set your sights high; expect the best of your associates. If you expect their best, they will usually give you their best if you approach the subject positively. If you show them you believe in them and have confidence in their ability to do the job, if you cheer them on, so to speak, they will attach the same value to their performance that you do. They will take pride in their work and in their own achievements. On the other hand, if you suddenly tell them to improve their work, without warning and in a critical way, implying that they are slackers and don't measure up, they are likely to resent the criticism and resist the demand.

ESTABLISHING A CLIMATE OF HONESTY

A positive work climate requires a climate of honesty. We have talked about honesty as one of the things that workers expect of the leader. It means that you are honest with them when you talk to them about their performance and their potential and their achievements and mistakes. It means that you keep your promises and give credit where credit is due. It means that you do not cheat, lie, or steal from the company: you do not take food home from the kitchen or booze from the bar, you do not take money from guests in return for a better room or a better table. You are a role model and you do not do these things, not only because they are unethical, but also because you want your associates to be honest; they are going to imitate you. Leadership by example again.

You do not say one thing and do another. Nothing confuses an associate more than a supervisor who gives good advice but sets a bad example. You are consistent and fair. You do not manipulate; you are open and aboveboard; you can be trusted. A climate of honesty encourages the growth of loyalty. If you are loyal to the company that employs you and are honest and fair and open with your associates, they will develop loyalty to both you and the company. If you put down the company, you destroy your entire work climate because your workers will begin to believe that the company is a lousy place. If you feel like running down the company now and then, keep it to yourself. If you feel like that all the time, get out. You cannot do a good job as supervisor with those feelings bottled up inside.



KEY POINTS

1. Employees want their leader to be qualified to supervise, be experienced, take charge, treat people fairly and equally, communicate, and treat people as human beings.
2. Motivation is the "why" of human behavior.
3. There are various theories of motivation: Use fear (McGregor's Theory X); combine fear with incentives (carrot-and-stick motivation); give money (economic person theory); give them consideration (human relations or social person theory, Maslow's hierarchy of needs); satisfy employee work needs, such as a need for growth or achievement (McGregor's Theory Y); and give positive reinforcement when a worker does something right (behavior modification).

4. Factors that may limit your use of motivational techniques include the boring nature of many jobs, company management policies, the extent of your authority and resources, the employees themselves, and the constant time pressures.
5. A positive work climate is one in which employees can and will work productively.
6. Morale is a group spirit surrounding getting a job done.
7. Motivational methods include: vision, goals which individuals have contributed towards, expectations, empowerment, sharing information, frequent one-on-one communication, resources, appreciation and recognition, fun, advancement opportunities.
8. In order to build a positive work climate, you need to focus on the individual, the job, and yourself (the leader) by getting to know your people, dealing with security and social needs, rewarding and developing your people, providing an attractive job environment, providing a safe and secure work environment, making the job interesting and challenging, setting a good example, and establishing a climate of honesty.



KEY TERMS

behavior modification
dissatisfiers
economic person theory
empowering
hierarchy of needs
hygiene factors
job enrichment
maintenance factors

management by example
morale
motivation
motivators
positive reinforcement
role model
self-actualization
social person theory



REVIEW QUESTIONS

Answer each question in complete sentences. Read each question carefully and make sure that you answer all parts of the question. Organize your answer using more than one paragraph when appropriate.

1. Name five expectations that employees often have of their leader.
2. Briefly discuss five motivational theories that make the most sense to you.
3. Which motivational theorist thinks that most people will “become all they are capable of becoming”?
4. What limits the leader from using motivational theories to their fullest?
5. Compare the terms *positive work climate* and *morale*. In what ways are their meanings similar, and in what ways different?
6. To what do the terms *demotivator* and *dissatisfier* refer? How do demotivators and dissatisfiers affect productivity? How can the leader avoid them?
7. What is meant by develop your people?
8. Describe leadership by example.



ACTIVITIES AND APPLICATIONS

1. Discussion Questions

- When you go to work, what are some of your expectations and needs? What is positive about the work climate? What is negative?
- Why can't motivation theory be reduced to a set of rules that a supervisor can apply to maintain or increase productivity?
- What motivates you when you are working? Does your supervisor make any effort to determine what motivates your actions and use this knowledge to increase your productivity or try a new task?
- Do you think that one motivational theory is especially better than others in motivating workers to perform well? Defend your answer.
- Eleven factors are mentioned in this chapter to help build a positive work climate. Which three are most important to you? Can you think of any other factors? Refer to Figure 6-3 for more factors.

2. "Dear Boss" Letter

Write a letter to a future leader about how you want to be treated. For example, you may ask to be listened to, to be thanked, to be challenged, and so on. List at least 10 things describing how you want your future boss to work with you.

3. Group Activity: Rewards

Working in a group, number in priority order what you think employees want from their jobs. Then number in priority order what supervisors believe that employees want from their jobs. A real survey like this was done with supervisors and employees. The top three concerns for employees, and how supervisors ranked their concerns, are listed below.

Employees Want:

1. Promotion and growth
2. Interesting work
3. Job security
4. Feeling of being in on things
5. Full appreciation of work done
6. Good wages

Leaders Think Employees Want:

ANSWERS TO (Group Activity: Rewards)

Employees: 2, 5, 4

Supervisors: 6, 3, 1



WEB ACTIVITY

- Go to the Web site monster.com or a similar site such as CareerBuilder.com or Jobs.com or Careers.org and see if you are motivated by any career opportunities at one of these sites.



RELATED WEB SITES

HR Powerhouse HR information and forms	www.hrpowerhouse.com
Team Member Motivation	www.billmain.com
Team Member Motivation	www.eaward.com
Team Member Motivation	www.employer-employee.com
Team Member Motivation	www.generationsatwork.com
Office of Personnel Management	www.opm.gov



ENDNOTES

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