BUILDING HUMAN RESOURCE MANAGEMENT SKILLS Management Skills for Success

# CREATING A MOTIVATING WORKPLACE



National Food Service Management Institute The University of Mississippi University, Mississippi www.nfsmi.org

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#### **INTRODUCTION**

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

*Building Human Resource Management Skills* was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

**Step 1.** Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

<u>Step 2.</u> Check the Trainer's Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

<u>Step 3.</u> Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

<u>Step 4.</u> Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

<u>Step 5.</u> The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.

### HUMAN RESOURCE MODULE LESSON PLAN

Date:	Module No.: 1.2	Estimated Time: 2 Hours	Certification Credits: 2	Category: U Management	Skills for
				Success	
Modul	e Title :			Course Title: Buildin	ng Human
Creatin	g a Motivating W	Vorkplace		Resource Managemen	nt Skills
Instruc	ctor:				
Modul	e Content:				
	-	t the completion of	the module, part	ticipants will be able to	meet the
	ng objectives:				
1					
3					
Instan	tional Aida Ma	toriala or Toola N	adade Chaole T	rainar's Tool Day	
mstruc	cuonal Alus, Ma	terials, or Tools N	eeueu: Check I	Talliel S TOOL DOX	
Instruc	ctional Procedu	res:			
• Perso	onal Check-In				
° Icebr	eaker				
	o Segment (if ap				
	p activities and r	ole playing			
	king Out				
00	U	Ise Suggested Readi	ings to increase k	knowledge base concer	ning a given
module	topic.				
Evalua	tion Procedures	s: How the instructo	or will determine	if the material has bee	n learned.
Particip	ants can comple	te evaluation form i	ncluded in hand	out packet.	
1	1			1	
		o revisions, addition	s, and deletions.	What went wrong/righ	t with the
module	lesson plan?				

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Transparency Masters	



Trainer's Notes

As a facilitator of this

prepared to share your

experiences to clarify

the key learning

Ground Rules

Share from own

understand, not to

experiences.

□ Listen to

judge.

time.

 $\Box$  Speak one at a

of opinion,

emotion, or

□ Participate at your

highest level.

the point.

pass.

Materials:

 $\square$  Be concise and to

□ Keep the option to

**Trainer's Toolbox** 

Flip Chart and Stand Paper and Markers

**Overhead Projector** 

Transparencies and

Markers

Handouts

insight.

□ Value differences

points.

learning process, be

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### **Creating a Motivating Workplace**

#### Overview

Motivation is not a logical concept; it is based on the emotions and feelings people have about themselves, their work and their needs. The words, motivation and emotion, share the Latin root *motere*, "to move." Motivation provides the urge or impetus to act. Our emotions move us to pursue our goals and dreams, and our motives drive our perspective and our actions. When we create a workplace that motivates, we ensure that our co-workers and peers receive a sense of achievement, recognition, responsibility, and the chance to advance.

### Objectives

At the completion of this module, participants will be able to:

- Understand the relationships between emotions, feelings, and motivation.
- □ Identify motivating factors for employees.
- Describe effective manager actions to create a motivational workplace.

### Definitions

*Motivation*- the urge to act or do something.

*Internal motivation*- the motivation that comes from inside such as the urge to succeed.

*External motivation*- the motivation that comes from outside sources.

# **Suggested Time Frames and Comments:** Total Time = 2 hours

Торіс	Comments	Time Allotted
Review Purpose	Set the stage by emphasizing key points in the	2 minutes
and Objectives	overview.	
Personal Check-	Discuss the variety of motivators; examine ways to	13 minutes
In: My Personal	understand motivations of employees.	
Motivators		
Icebreaker:	Write individually, compare in small groups, share	50 minutes
Thinking About	insights with large group.	(5 groups)
Motivation		
Definitions	Review keywords and meanings.	5 minutes
Manager Actions	Review, self-assess.	5 minutes
Theory X and	Review differences; highlight importance of beliefs on	5 minutes
Theory Y	actions. Role play exercise.	
Meeting Basic	Explain and discuss; in groups name specific ways to	30 minutes
Needs	do each one.	
Checking Out	Individuals complete action plan.	10 minutes

Creating a Motivating Workplace			
Outline		Trainer's Tactics	
Personal Check-In: My Personal Motivators		<ul> <li>Personal Check-In: My Personal Motivators</li> </ul>	
<ul> <li>Which of the following are significant motivators?</li> <li>I have enough freedom</li> <li>I enjoy it.</li> <li>I feel it is important.</li> <li>I am expected to do it.</li> <li>I have the chance to tak responsibility.</li> <li>I have a chance to learn doing it.</li> <li>There is a routine I can</li> <li>There is variety in meth strategies for doing it.</li> <li>I feel trusted and respect</li> <li>I receive recognition.</li> <li>It is challenging and ou comfort zone.</li> <li>I have the skills and abi requires.</li> <li>No one else can/will do</li> <li>Others are doing it.</li> <li>I can help plan and creat</li> <li>The others involved are</li> <li>The leader is competent supportive.</li> </ul>	to do it. e on new and grow by depend upon. ods and ted. t of my lities it it. te the vision. competent. and	<ul> <li>Have participants complete the handout individually. Then discuss the variety of motivators and examine ways to understand the motivations of employees.</li> <li>Use the handout on page 15.</li> </ul>	

Outline	Trainer's Tactics		
Icebreaker: Thinking about Motivation	<ul> <li>Icebreaker: Thinking about Motivation</li> </ul>		
Make a list of internal motivators and a list of external motivators.	<ul> <li>Many people believe that external motivators</li> <li>are the most influential. Help the participants</li> <li>understand that external motivators help keep</li> <li>people "on track"; however, without internal</li> </ul>		
Now consider a recent time in your own life when you <u>really</u> wanted to accomplish something, be successful, or learn something new.	<ul> <li>people of track , however, without internal motivation, workers will just "do-the-job" without the kind of commitment and pleasure which most organizations and managers want and need from them.</li> </ul>		
What part of your motivation was external?	<ul> <li>Invite participants to make a list of internal and external motivators. Then ask them to consider their own experience and respond to the</li> </ul>		
□ What part was internal?	<ul> <li>questions on motivation. Ask them to focus on motivation as it pertains to their work life. For</li> </ul>		
Which one motivated you more, internal or external factors? Why?	<ul> <li>example, motivation to:</li> <li>□ Work as a team.</li> <li>□ Ensure that food is ready on time.</li> </ul>		
What emotions or feelings were a part of your motivation?	<ul> <li>Greet customers and make them feel welcome.</li> </ul>		
<ul> <li>Discuss your responses in small groups. As a large group, discuss insights.</li> </ul>	<ul> <li>Complete paperwork correctly and on time.</li> <li>Maintain food safety and a clean work environment.</li> </ul>		
morgino.	<ul> <li>Then discuss the responses in small groups. As a large group, identify insights gained from the small group discussions.</li> </ul>		
	• Use the handout on page 16.		
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	•		
	•		
	•		

Creating a Motivating Workplace			
Outline	Trainer's Tactics		
Definitions	<ul> <li>Definitions</li> </ul>		
<i>Motivation</i> - the urge to act or do something.	<ul> <li>Use these definitions as you come to them in the module. These definitions may be found on</li> </ul>		
<i>Internal motivation</i> - the motivation that comes from inside such as the urge to succeed.	<ul> <li>page 14.</li> <li></li> </ul>		
<i>External motivation</i> - the motivation that comes from outside sources.	• • •		
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#### **Creating a Motivating Workplace** Outline **Trainer's Tactics** • • • **Manager Actions Manager Actions** • **Internal Motivations Internal Motivations** • Since internal motivators are the Whereas rewards, praise and other external • strongest for most of us, successful motivators are helpful in continuing individual • commitment, it is the internal motivation that managers provide the best possible workplace where everyone has the impacts us the most. You cannot motivate • chance to do satisfying and successful other people. But you can create an work. Researchers at the Center for environment where they feel valued and where • their self-esteem is handled with care. The only Creative Leadership report that • managers can improve motivation by person you can change is yourself, and as a • taking the following actions: manager you have a great opportunity to • □ Create an environment where examine your actions and attitudes as you • employees find work they are good create a motivating workplace. • at and like. • Give each person the tools needed • for the job. • □ Offer an opportunity to learn, grow, and advance. • □ Challenge others to do their best. • □ Reward efforts equitably. • On a scale of 1-5, how would you rate • your ability to improve motivation in • each of these ways? • • **Three Questions** As managers working to create a workplace that • When we work with others, each of us motivates others to contribute, we can learn a • constantly seeks answers to three lot from these questions. Each of us wants to • questions: be able to answer, "I am IN!" "My input • 1. Am I in or out? matters!" and "What I bring to this group and 2. Do I have any influence on the tasks is unique and valuable!" So as managers, we must learn to make it possible for our peers outcomes? • 3. Am I valued for my skills and and employees to answer this way. To do so abilities? means we must take time to understand why • individuals give their efforts and what stimulates their actions. • • Use the handout on page 17. • •

Outline	•	Trainer's Tactics
Manager Actions		Manager Actions
Six Criteria Employees Use to Evaluate Managers		In his book, <i>Motivating and Rewarding</i> <i>Employees</i> , Alexander Hiam identifies and
<b>Open Communication</b> Is the needed information available?	• • •	discusses six criteria employees use to evaluate their managers, work environments, compensation, and rewards. These criteria are about manager behaviors. Managers can choose to change in these areas in order to create a
Security	•	more inviting workplace. Since the best work
Am I safe from risks or threats?	•	motivation is Internal, attention to these gives managers the highest possibility of increasing
Management Commitment	•	the satisfaction and effectiveness of employees.
Is my manager committed to a	•	
course of action?	•	A Child Nutrition Program manager may not be
	•	able to change compensation. However, they
Fairness	•	can make a difference in the work environment.
Am I (and are others) treated	-	
fairly?	•	Use the handout on page 18.
	•	
Respect	•	
Am I respected as an individual?	•	
<b>Development Opportunities</b>	•	
Can I make a difference and	•	
grow?	•	
grow !	•	
	•	
	•	
	•	
	•	
	•	
	•	
	•	

Outline	Trainer's Tactics
Theory X and Theory Y	<ul> <li>Theory X and Theory Y</li> <li>As your think shout how you see your</li> </ul>
If you believe that all individuals want to be contributing members who gain personal satisfaction from a job well done using unique talents and skills, then you realize that managers make the difference in creating the best work environment. To provide such a	<ul> <li>As you think about how you see your</li> <li>employees, consider two management</li> <li>approaches discussed by Douglas McGregor in</li> <li><i>The Human Side of Enterprise</i>. He describes</li> <li>Theory X and Theory Y as two very different</li> <li>ways of believing about how and why people work.</li> </ul>
workplace, sometimes changes in attitude and actions must be made by the manager.	<ul> <li>After discussing Theory X and Theory Y styles of management, ask employees to role-play each style. Encourage employees to use examples from characteristic work experience in child nutrition by using the situations provided or designing others.</li> </ul>
	<ul> <li>Use the handout on page 19.</li> <li>•</li> <li>•</li> <li>•</li> </ul>

Creating a Motivating Workplace			
Outline	Trainer's Tactics		
Reality Practice: Case Studies	<ul> <li>Reality Practice: Case Studies</li> <li>Divide participants into small groups (2-3 people). Assign each group to be either Theory X or Theory Y. Ask participants to role-play the Theory X or Theory Y management style in each situation.</li> </ul>		
<ul> <li>Case Study #1 The manager is explaining the new cleaning schedule to the employees. </li> <li>Case Study #2 The manager is explaining how to use the new lower fat recipe file. Answer the following questions: <ol> <li>How did you personally react to the role-play?</li> <li>What could the manager have done differently to motivate you?</li> <li>What is the expectation of the employee(s) based on the manager's behavior?</li> </ol></li></ul>	<ul> <li>Case Study #1 The manager is explaining the new cleaning schedule to the employees.</li> <li>Case Study #2 The manager is explaining how to use the new lower fat recipe file.</li> <li>After the role-play, ask the participants: <ol> <li>How did you personally react to the role- play?</li> <li>What could the manager have done differently to motivate you?</li> <li>What is the expectation of the employee(s) based on the manager's behavior?</li> </ol> </li> <li>Use the handout on page 20.</li> </ul>		

Creating a Motivating Workplace				
Outline	Trainer's Tactics			
Meeting Basic Needs	Meeting Basic Needs			
Here are some ways to meet the basic needs of your employees: Give confidence Give recognition Provide delegation Provide feedback Create a sense of belonging Provide opportunity for challenges Communicate relevance Increase understanding Exhibit consistency and integrity	<ul> <li>Using the handout as a basis for discussion, review the nine suggestions. Then break into small groups to identify specific ways to do each of these in the workplace. Be ready to provide a food service related example for each one to get the groups started. Share with the large group. If employees in a Child Nutrition Program have these basic needs met, what is the expected response? How do you and the program benefit by employees realizing these needs?</li> <li>Use the handout on page 21.</li> </ul>			

Creating a Motivating Workplace			
Outline	Trainer's Tactics		
<ul> <li>Checking Out</li> <li>Consider the following questions:</li> <li>Which three of the following actions (open communication, security, management commitment, fairness, respect, and development opportunities) will significantly improve motivation in your workplace? <ol> <li>1.</li> <li>2.</li> </ol> </li> </ul>	<ul> <li>Checking Out</li> <li>Support participants' efforts to work through the questions and to be as specific as possible in mapping out their integration of new learning.</li> <li>Ask participants to integrate the concepts of this module into an action plan. Ask them to specify personal behavior change and their expectation of change within the team.</li> <li>Use the handouts on pages 22 and 23.</li> </ul>		
<ul> <li>3.</li> <li>What specific actions will you take for each one? How will you integrate these into your daily or weekly schedule of work?</li> <li>Complete Checking Out: Action Plan.</li> </ul>			

# Creating a Motivating Workplace Handouts: Table of Contents

# Handouts: Table of Contents

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### **Creating a Motivating Workplace** Handout: Objectives and Definitions

# **Objectives**

At the completion of this module, participants will be able to:

- □ Understand the relationships between emotions, feelings, and motivation.
- Identify motivating factors for employees.
- Describe effective manager actions to create a motivational workplace.

## **Definitions**

*Motivation*- the urge to act or do something.

Internal motivation- the motivation that comes from inside such as the urge to succeed.

External motivation- the motivation that comes from outside sources.

Handout: Personal Check-In: My Personal Motivators

# **Personal Check-In: My Personal Motivators**

□ In column A, check off the items below which are your most significant motivators.

Α	B	Motivating Factors		
		I have enough freedom to do it.		
		I enjoy it.		
		I feel it is important.		
		I am expected to do it.		
		I have the chance to take on new responsibility.		
		I have a chance to learn and grow by doing it.		
		There is a routine I can depend upon.		
	There is variety in methods and strategies for doing it.			
	I feel trusted and respected.			
		I receive recognition.		
		It is easy.		
	It is challenging and out of my comfort zone.			
	I have the skills and abilities it requires.			
	No one else can/will do it.			
		Others are doing it.		
		I can help plan and create the vision.		
		The others involved are competent.		
		The leader is competent and supportive.		

- □ Now, in column B select the top three motivators for you.
- □ **Note:** You may want to offer your employees the opportunity to respond to the same inventory and talk together about the responses or create a chart with the tally of everyone's responses.

Handout: Icebreaker: Thinking About Motivation

# **Icebreaker: Thinking About Motivation**

Make a list of internal motivators and a list of external motivators.

#### **Internal Motivators**

#### **External Motivators**

Now consider a recent time in your own life when you <u>really</u> wanted to accomplish something, be successful, or learn something new.

- □ What part of your motivation was external?
- □ What part was internal?
- □ Which one motivated you more, internal or external factors? Why?
- □ What emotions or feelings were a part of your motivation?
- Discuss your responses in small groups. As a large group, discuss insights.

### **Creating a Motivating Workplace** Handout: Manager Actions

## **Manager Actions**

#### **Internal Motivators**

Since internal motivators are the strongest for most of us, successful managers provide the best possible workplace where everyone has the chance to do satisfying and successful work. Researchers at the Center for Creative Leadership report that managers can improve motivation by taking the following actions:

- Create an environment where employees find work they are good at and like.
- Give each person the tools needed for the job.
- Offer an opportunity to learn, grow, and advance.
- Challenge others to do their best.
- □ Reward efforts equitably.

Handout: Six Criteria Employees Use to Evaluate Managers

# **Six Criteria Employees Use to Evaluate Managers**

On a scale of 1-5 (with 5 being the highest), how would you rate your ability to improve motivation in each of these ways?

<u>Criteria</u>	<b>Definition of Criteria</b>	<b>Rating</b>
Open Communication	Is the needed information available?	
Security	Am I safe from risks or threats?	
Management Commitment	Is my manager committed to a course of action?	
Fairness	Am I (and are others) treated fairly?	
Respect	Am I respected as an individual?	
<b>Development Opportunities</b>	Can I make a difference and grow?	

Handout: Theory X and Theory Y

# **Theory X and Theory Y**

If you believe that all individuals want to be contributing members who gain personal satisfaction from a job well done using unique talents and skills, then you realize that managers make the difference in creating the best work environment. To provide such a workplace, sometimes changes in attitude and actions must be made by the manager. As you think about how you see your employees, consider Theory X and Theory Y - two very different ways to think about how and why people work.

	Theory X		Theory Y		
	Managers believe most people:		Managers believe most people:		
	Dislike work		Like satisfying work		
	Lack ambition		Are capable of directing their own efforts toward goals		
	Have no wish for responsibility		Want to do a good job		
	Prefer to be told what to do		Can be self-directed		
	Are not creative in solving problems		Have the capacity and creativity for solving organizational problems		
	Want safety		Want satisfying work		
so managers must			so managers must		
	Design exactly what must be done		Communicate information down		
	Tell workers exactly what they must do		Explain reasons why things should be done		
	Closely control or watch them to be sure they comply		Assume workers have an interest and willingness to do the work		
	Build a top-heavy organization with managers to plan, organize, and police		Spend time discussing problems and asking for ideas and suggestions		

Theory X and Theory Y reflect managers, not workers. Managers act out of what they believe about workers. How would you act differently if you really believed <u>all your employees wanted</u> to work and be successful?

Handout: Reality Practice: Case Studies

# **Reality Practice: Case Studies**

#### Case Study #1

The manager is explaining the new cleaning schedule to the employees.

- 1. How did you personally react to the role-play?
- 2. What could the manager have done differently to motivate you?
- 3. What is the expectation of the employee(s) based on the manager's behavior?

#### Case Study #2

The manager is explaining how to use the new lower fat recipe file.

- 1. How did you personally react to the role-play?
- 2. What could the manager have done differently to motivate you?
- 3. What is the expectation of the employee(s) based on the manager's behavior?

Handout: Meeting Basic Needs

# **Meeting Basic Needs**

To increase motivation of employees, be sure that as the manager you meet the basic needs we all have about our work tasks, our self-assurance, and our job satisfaction.

Basic Needs	What it Means	What it Means in Your Operation
Give confidence	Be trusting in creating work	
	assignments with clear results.	
Give recognition	When efforts are made, acknowledge	
	them and value the individual who did	
	the work or offered the ideas.	
Provide delegation	With clear guidelines, purposes, and	
	accountabilities, success is made	
	possible.	
Provide feedback	Ask for thoughts and ideas as well as	
	progress reports. Monitor how	
	employees are doing on projects.	
Create a sense of	Help employees feel a part of	
belonging	something larger which supports their	
	individual identity.	
Provide opportunity for	Give tasks or challenges which	
challenges	encourage creativity and discovery and	
	provide satisfaction.	
Communicate	Give information about purpose,	
relevance	importance, and relevance to larger	
	goals.	
Increase understanding	Provide a variety of people, tasks, and	
	experiences to give different and	
	expanded perspectives on the work,	
	processes, and relationships at work.	
Exhibit consistency and	With enthusiastic fairness and skill,	
integrity	provide employees with confidence in	
	your support for and satisfaction with	
	their successes.	

### Creating a Motivating Workplace Handout: Checking Out

# **Checking Out**

Consider the following questions:

- □ Which three of the following actions (open communication, security, management commitment, fairness, respect, and development opportunities) will significantly improve motivation in your workplace?
  - 1.
  - 2.
  - 3.
- □ What specific actions will you take for each one? How will you integrate these into your daily or weekly schedule of work?

Criteria	Action Steps
Example: Security	Eliminate any hidden threats from conversation with employees. Work one-on-one to change employee behavior instead of reprimanding total staff. Keep employees informed as to information pertaining to the Child Nutrition Program.

### Creating a Motivating Workplace Handout: Checking Out: Action Plan

# **Checking Out: Action Plan**

Develop an action plan for motivating each of your employees.

Employee Name	Motivator	Planned Action

### Creating a Motivating Workplace Handout: Evaluation Form

Please check the response below that best describes your feelings about this program:

Que	stion	Agree	Unsure	Disagree	Comments
1. <b>Topic</b> is on me as a m	of interest to anager.				
2. <b>Topic</b> is i my job.	mportant to				
3. <b>Content</b> i my job as	s useful in a manager.				
4. Handouts understan better.	s help me d the topic				

5. List one or more things you can do to motivate employees after attending this in-service:

6. My supervisor can help me motivate employees in my workplace by:

General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!

### Creating a Motivating Workplace Handout: Suggested Readings

### **Suggested Readings**

- Belasco, J. A. (1990). <u>Teaching the elephant to dance: empowering change in your</u> <u>organization</u>. New York: Crown Publishers, Inc..
- Bryner, A. & Markova, D. (1996). <u>An unused intelligence: physical thinking for the 21st</u> <u>century</u>. Berkley: Conari Press.
- Fournies, F. (1987). Coaching for improved work performance. New York: McGraw-Hill.
- Goldman, D. (1998). Working with emotional intelligence. New York: Bantam Books.
- Hale, R. L. & Machling, R. F. (1992). <u>Recognition redefined: building self-esteem at work</u>. Minnesota: Tennant Company.
- Hiam, A. (1999). Motivating and rewarding employees. Holbrook, MA: Adams Media.
- Klein, E. and Izzo, J. B. (1998). Awakening the corporate soul. Canada: Fairwinds Press.
- McGregor, D. (1985). <u>The human side of enterprise</u>. New York: McGraw-Hill Higher Education.
- Miller, J. B. (1993). The corporate coach. New York: St. Martin's Press.
- Morrison, E. K. (1994). <u>Leadership skills: developing volunteers for organizational success</u>. Tucson, AZ: Fisher Books.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith. B. (1999). <u>The dance of change</u>. New York: Currency Doubleday.
- Wheatley, M. and Kellner-Rogers, M. (1996). <u>A simpler way</u>. San Francisco: Berrett-Koehler Publishers, Inc.

**Transparency Masters** 

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Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word<sup>™</sup>. A PowerPoint<sup>™</sup> presentation format is also available.

- 1. Objectives
- 2. Definitions
- 3. Personal Check-In: My Personal Motivators
- 4. Personal Check-In: My Personal Motivators
- 5. Icebreaker: Thinking About Motivation
- 6. Icebreaker: Thinking About Motivation
- 7. Manager Actions
- 8. Six Criteria Employees Use to Evaluate Managers
- 9. Six Criteria Employees Use to Evaluate Managers
- 10. Theory X
- 11. Theory Y
- 12. Reality Practice: Case Study #1
- 13. Reality Practice: Case Study #2
- 14. Meeting Basic Needs
- 15. Meeting Basic Needs
- 16. Meeting Basic Needs
- 17. Checking Out
- 18. Checking Out
- 19. Checking Out: Action Plan